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ABSTRACT

This workbook is designed for community partners working collaboratively to organize and deliver comprehensive employment services and draw on the best and most effective interventions that are available to help clients learn to manage their work life and work futures successfully. It focuses on building abundance by choosing and helping others choose interventions that build excellent employment services. This workbook can be used in a variety of ways, such as a first step tool in organizing a continuum of employment services; a planning process for employment service partners to identify and contribute best practices; a professional development tool for one or more partners to use proactively to plan training and future services; or in creative applications yet to be discovered which allow community partners to work better together on behalf of clients. It is organized into two parts. Part 1, "Matching Client Needs with Appropriate Interventions," discusses the organizing framework of employment service delivering; researching client needs; scanning employment services; evaluating interventions; matching for agency capacity; and dimensions of the framework in action--quality, clarity, diversity, and excellence. Part 1 provides 26 worksheets to be utilized with the interventions. Part 2, "Inventory of ToolKit Resources/Interventions," examines the context of the interventions; delivery to clients; working collaboratively; and building service quality. It includes four sample worksheets. (MKA)

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CHOOSING EMPLOYMENT INTERVENTIONS:

A Guide for the Discriminating Palate

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L. BEZANSON

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CHOOSING EMPLOYMENT INTERVENTIONS:

A Guide for the Discriminating Palate

by

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INTRODUCTION
CONTEXT OF THE INTERVENTION GUIDE

This workbook is written for community partners (HRCC, community-based agencies, employment service deliverers) working collaboratively to organize and deliver comprehensive employment services and draw on the best and most effective interventions which are available to help clients learn to manage their work life and work futures successfully.

The ways in which employment and career services are delivered are changing dramatically. For example, HRDC is increasingly moving away from direct employment services delivery to supporting quality delivery by external providers; provincial partners are being much more active in direct service delivery; community-based agencies are being relied upon for an increased range of services.

For many years HRDC has been the inventor and the custodian of some of the best and most helpful interventions to assist Canadians in need of career and employment assistance. The original research which fostered understanding of the dynamics of unemployment and how to assist clients to manage the roller coaster of reactions was pioneered within HRDC. The entire competency-based training program in employment counselling, now a core component of several community-college and university offerings, was invented inside HRDC and helped to professionalize the practice of employment counselling. The Common Assessment model was a spin-off of the Assessment Component of Employment Counselling. As HRDC moves increasingly into the provision of a suite of information products, it is again pioneering in InterNet tools such as WorkSearch. HRCC staff have frequently had access to training and support to become proficient in the applications of many of these interventions. On the other hand, many practitioners in the community have not been in positions to access either the interventions themselves or the training to deliver them to clients.

HRCC staff are being challenged to assume new capacity-building roles; provincial and community partners are being challenged to deliver more services at a higher standard of quality - to increase their service capacity roles. Capacity Building Roles are based on a principle of abundance. As "more" is given away, practitioners become eager to have "more" effective resources, "more need" is therefore created which results in more abundance for all partners. To illustrate, the more HRCC staff make available the tools, resources and appropriate supports, the more their support will be wanted, the much larger the numbers of clients who have access to assistance, and the stronger the full delivery system can become. As community partners work collaboratively, excellent tools and resources which may have been hidden within an agency become known and sought after. The delivery system benefits.

New roles use new terminology. Consider the following:

- ***Coaching***

  A valuable and valued Coach is one who has, with experience and training, acquired a set of skills and knowledge which can be transferred to others. Coaches are rewarded when their skills and knowledge are integrated and owned by others. A coach learns and supports at the same time. A valued coach builds opportunities for skill acquisition. Coaching may be an important component of a new role.

- ***Partners***

  Partners form Partnerships. Frank and Smith define partnership as "a relationship where two or more parties, having compatible goals, form an agreement to share the work, share the risk and share the results". Partnership implies the sharing of decision-making, risks, power, benefits and burdens. It should add value to each partner's respective services, products or situations.

- ***Program/Service Delivery***

  Program/Service Delivery is the shared responsibility of all partners. At the same time as HRDC is moving away from direct delivery, it remains accountable to ensure that the employment needs of clients are met and met to the same level of excellence as when delivered internally. Sharing the work, risks and results are the ways each partner demonstrates accountability to the clients who need employment assistance. It is in the interests of all partners that the best interventions, those which best match the needs of clients and which achieve measurable and repeatable results, get used to the maximum and are supported with training for service providers where needed.

FOCUS OF THIS WORKBOOK

This workbook is focused on building abundance by choosing and helping others choose *Interventions* which build excellent employment services. An intervention is defined as a **developed, organized method to promote learning in one or more of the employability dimensions.** Career and employment counselling services provide a range of interventions to assist clients to learn about themselves, their goals, the labour market and how to become successful in managing their work lives and work futures. The Needs Determination Interview, for example, is an organized method whereby practitioners learn/identify the employability dimensions which need to be addressed with a client. It also assists clients to learn where to direct their learning and action plans. *Counselling Interventions* (Assessment, Needs Determination, Learning Strategies, Case Management) are organized methods which assist clients to acquire new learning, related to their career and employment development.

Job Search Strategies is a *Workshop intervention* to promote learning in skillful job search. Career Pathways is a *Workshop and Self-Instructional Intervention* to promote learning about personal employment goals and decision-making through completing a series of exploration tasks. These are examples of organized methods of learning which are delivered in group training or classroom settings rather then counselling settings. They are more structured and often more predictable in content than counselling interventions. They are also rich sources of learning which help clients to manage their career and employment development.

Interventions, then, include learning activities within both counselling and workshop settings. A greater emphasis is placed on the latter in this workbook as these are structured interventions which can more readily be transferred from agency to agency. Excellent employment services, however, depend upon both.

Each component within the term Intervention is important:

- developed and organized;
- content focused on one or more of the employability dimensions;
- clear learning outcomes.

Each of these characteristics enables an intervention to be duplicated by a number of service providers, and to be measured in terms of the degree to which it achieves learning outcomes.

This workbook will provide frameworks for the following:

- Organizing employment services based on identified client needs and around an employability dimension framework;
- Making decisions regarding the best and most effective interventions tailored to client need and matched to provider competence;
- Implementing processes to share expertise and build standards for consistent delivery of interventions.

Outcomes which should result from effective use of the Workbook include:

- practical processes and tools to share interventions among all delivery partners;
- shared understanding among service providers of a continuum of career/ employment services built on client learning outcomes and employability dimensions;
- continuous improvement in the capacity of communities to meet diverse client employment needs.

The intervention examples in the workbook are based on HRDC interventions as these are currently moving from HRCC's to external delivery. The procedures/processes in the workbook are however generic. The intent is that they provide a mechanism for all agencies to share their own full range of proven interventions.

The workbook may be used in a variety of ways such as the following:

- A first step tool in organizing a continuum of employment services;
- A planning process for employment service partners to identify and contribute best practices;
- A professional development tool for one or more partners to use proactively to plan training and future services;
- Creative applications yet to be discovered which allow community partners to work better together on behalf of clients.

Figure 1 provides a visual illustration of the structure of the workbook.

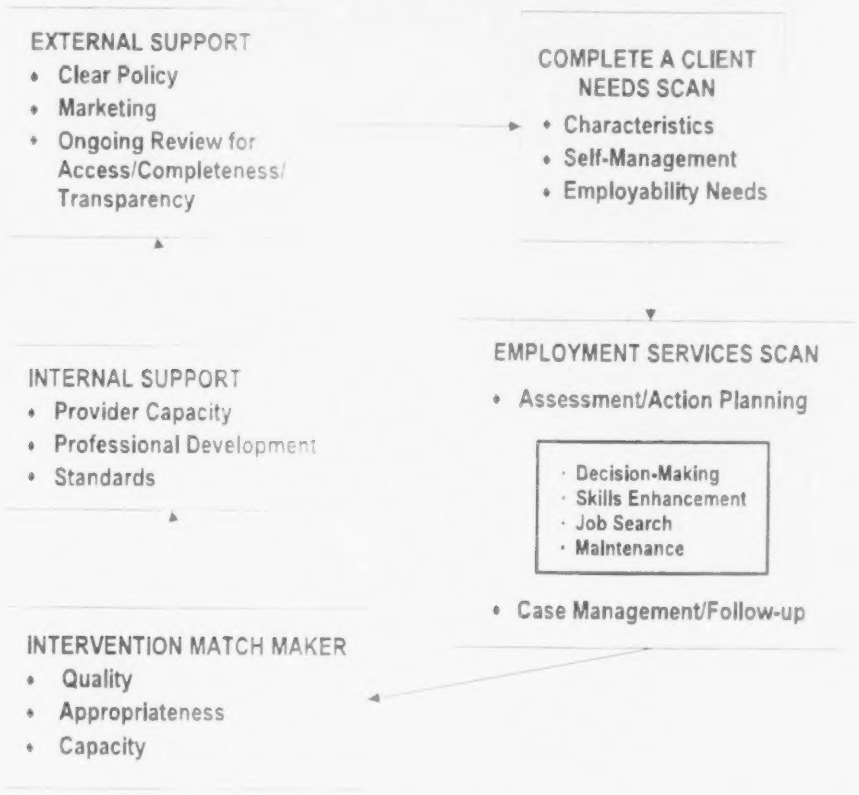
EXTERNAL SUPPORT
Clear Policy
Marketing
Ongoing Review for Access/Completeness/Transparency
COMPLETE A CLIENT NEEDS SCAN
Characteristics
Self-Management
Employability Needs
INTERNAL SUPPORT
Provider Capacity
Professional Development
Standards
EMPLOYMENT SERVICES SCAN
Assessment/Action Planning
Decision-Making
Skills Enhancement
Job Search
Maintenance
Case Management/Follow-up
INTERVENTION MATCH MAKER
Quality
Appropriateness
Capacity

Figure 1 - Choosing Interventions: The Process

Building excellent employment services involves the following steps:

- understanding client employability needs (ch.2);
- organizing and building employment services based on clients needs (ch.3);
- choosing the best interventions which meet the learning needs and capacities of clients (ch.4);
- ensuring that service providers have the support needed to deliver the best interventions and maintain high standards (ch.5); and
- making the services clear for clients and their value clear to stakeholders (ch.6).

Part 2 of the workbook provides an inventory of interventions currently in the Building Capacity ToolKit. The ToolKit will always be a "work in progress," to which additional proven interventions will be added.

PART 1

MATCHING CLIENT NEEDS WITH APPROPRIATE INTERVENTIONS

CHAPTER 1

MAKING YOUR LISTS, CHECKING THEM TWICE

CHAPTER 1
THE ORGANIZING FRAMEWORK: MAKING YOUR LISTS; CHECKING THEM TWICE

From the practitioner perspective, wherever the practitioner is in the community, employment service delivery is undergoing major restructuring and reconfiguration. HRCC staff are giving less direct client service, and expected to give more provider service support to other agencies and service providers. Community agency staff are required to provide more direct services and frequently require additional supports to do so. New players are appearing on the service delivery scene finding, in the new configuration, opportunities to deliver services using their diverse backgrounds.

From the client perspective, this represents enormous change as well. Where to go to access employment and career services has always been somewhat difficult to discern and to navigate (as many reports have stated). The HRCC or CEC was, however, most frequently seen as the hub where most service could be accessed. Where to go now, with the diversity of partners active in delivery, is potentially even more confusing for clients.

The common driving interest for all employment partners is to make career and employment services as accessible and useful as possible for clients. An analogy for the changes underway can be drawn to making a shift from a sit down dinner in one home to a gourmet club that moves from house to house finding well- organized and sequenced courses as they move strategically though an evening. For the Diners to make the shift successfully, the trick is to:

- know where to go for what;
- go in the right order;
- not duplicate any one course;
- get the desired outcomes met — that is a delightful and complete gourmet meal.

The trick for the cooks to match the needs of the diners, is to plan their sequence and timing and cooperate with all other cooks in the club to be certain that courses are complimentary, and that the desired outcomes of a delightful and complete gourmet meal are achieved.

A recent edition of Canadian Living gave a series of ten rules to follow to make a potluck work (and the same applies for the travelling gourmet). The first is:

> *"A few weeks before, choose a committee; it should include a menu coordinator, kitchen team, serving helpers and cleanup crew."*

If one meal requires a committee and a few weeks to coordinate well, imagine the task to coordinate a seamless and balanced sequence of services which is easily recognized by and accessible to clients!

THE EMPLOYABILITY DIMENSIONS: AN ORGANIZING TOOL

The employability dimensions offer an organizing tool to begin the task of building seamless and transparent services. The employability dimensions construct originated in HRDC and has been widely used as a framework for common assessment interviews and for the development of many employment interventions. The employability dimensions form a sequential, and to some extent, hierarchical set of learning blocks. The four dimensions are shown in figure 2. The arrows demonstrate their "more or less" hierarchical nature.

Employability Dimensions
Hierarchy of Learning

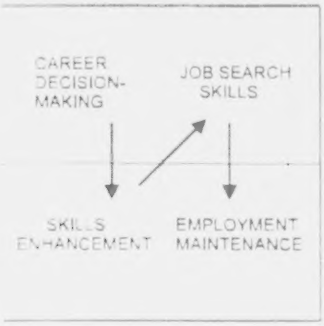

Figure 2

The Decision-Making employability learning block includes the learning components which are a basis for career decisions - knowing oneself, one's preferences and abilities, understanding how to find and interpret information, being able to set goals, and believing in one's capacity to build an employment future. In general, these learning outcomes are prerequisites for moving forward. There is little sense in pursuing training (Skills Enhancement) in the absence of knowing what you want to do. The learning associated with decision-making needs to occur before proceeding to the next building block of employability. Similarly, looking for employment (Job Search) can be expected, in general, to be frustrating and unsuccessful in the absence of both a sense of direction or purpose (Decision-Making) and the skills to qualify for consideration (Skills Enhancement). Finally Employment Maintenance and Resiliency include the skills for job retention and growth and presume an attachment to the labour market.

Just as this construct and order make sense from an assessment perspective, it is suggested they also make sense from a perspective of interventions. Clients who learn the behaviours and skills and attitudes associated with each dimension become increasingly more employable and more able to self-direct their employment futures. Therefore it is sensible to organize the availability of interventions compatible with these dimensions. The gourmet club analogy can apply once more if one imagines each dimension representing an organized and sequenced "course"of employability learning. The employability dimensions offer a framework for community partners to organize a seamless, sequential and thorough menu of services.

A more detailed look at each dimension follows:

Career Decision-Making

Career Decision-Making refers to the types of competencies which are involved in making well-considered educational, training and work choices. Decision-Making in today's labour market is complex. In labour markets of other eras, when opportunities were plentiful and employers competed for qualified workers, clarifying goals and reaching decisions were perhaps more straight forward. In labour markets where rapid change is the norm, the nature of decision-making becomes more ambiguous and less certain. The basic procedures remain constant, that is, knowing how to identify possibilities, explore and evaluate alternatives and choose an option, but applying the decisions becomes increasingly complex in a labour market which is in flux. In addition, given that the average worker will change jobs several times, deciding for now is an important attitude as well as knowing that decisions will be ongoing and decision skills will be called upon repeatedly.

Decisions are complex and personal. Having career decision-making competencies and procedures provides a basis, not a guarantee, for solid, well-considered decision-making. The skills which form the basis include:

- ✓ Being able to understand, interpret and question information about labour market opportunities;
- ✓ Being able to research and explore opportunities, using a variety of methods (eg. InterNet exploration, face-to-face information interviews);
- ✓ Being able to establish priorities and preferences and use past experience to inform current decisions;
- ✓ Understanding personal strengths and skills and being able to make accurate connections between these strengths, skills, and choices to be made;
- ✓ Being able to identify transferable skills;
- ✓ Being able to clarify and set an employment goal, for at least the near future, and plan appropriate steps to begin to translate the goal into action;
- ✓ Being able to recognize and make best use of opportunities;
- ✓ Being able to plan for and manage change.

Clients' capacity in decision-making will range from those who have developed decision-making skills and need only information in order to be self-sufficient, to those who need to learn, practice and be coached in the skills listed above in order to be able to move to self-sufficiency in decision-making.

Acquiring the learning connected with Decision-Making provides a foundation for skills enhancement.

Skills Enhancement

Skills Enhancement relates to acquiring the generic and/or occupational competencies needed to move a career goal forward.

"Generic" skills refer to what are generally considered to be employability life skills-those skills that almost all employers look for in potential hires and that are considered fundamental "worker" skills. Included are:

- Basic literacy and numeracy;
- Communication Skills, including the ability to ask for assistance and receive feedback on performance;
- Self-Management Skills such as basic good work habits of punctuality, time management and adaptability, knowing how to learn and how to access learning opportunities.

The Conference Board of Canada's Employability Skills Profile is the most common reference for generic employability skills. For many clients with successful work experience, these skills are "givens"; for other clients with limited, if any, successful work experience these skills need to be acquired. Even with strong occupational skills, it is often the level of employability skills that influences hiring and job retention.

"Occupational" skills refer to the technical or professional competencies required for performing a specific occupation or a set of occupations. Included are:

- Educational level;
- Specific preparation, apprenticeship/accreditation;
- Currency of upgrading;
- Licenses for specific operations.

"Transferable" skills are skills which transfer from one job to another. They include skills such as the ability to organize work and set priorities, the skills to train others, the capacity to supervise others effectively. Many individuals have skill-building interests and hobbies which have wide transferability to the paid workplace. Workers frequently have difficulty seeing the connection between skills acquired outside the paid workplace and skills which make them attractive and competitive in the labour market.

Meeting skill requirements for work opportunities and for actively pursuing work interest provides the foundation for self-marketing and job and work searching.

Job/work Search Skills

Job/Work Search Skills refer to the type of competencies required for effective job search. Included are:

- ✓ Résumé writing;
- ✓ Identifying and following up on job opportunities using several methods (networking; InterNet; employer contacts);
- ✓ Assessing work options including self-employment;
- ✓ Ability to identify skills, strengths and achievements;
- ✓ Job interview skills;
- ✓ Handling the stress of job hunting;
- ✓ Persistence, ability to sustain motivation and access support systems.

Job Search skills are what the general public most commonly associates with career and employment services and what they generally would tend to expect to receive, whether or not these skills are most closely related to their actual employment preparation needs. Work Search skills emphasize that the current economy is creating a range of work alternatives to supplement the traditional job. Self-employment, multi-tracking; portfolio workers are examples.

Employment Maintenance/Resilience

These skills refer to the types of competencies related or conducive to the client's ability to retain productive work and to manoeuvre successfully through job transitions. Included are skills and habits of:

- ☼ Making specific contributions to quality of work;
- ☼ Becoming a valued member of the work team;
- ☼ Establishing a positive relationship with supervisors or managers;
- ☼ Demonstrating productivity;
- ☼ Managing feedback;
- ☼ Openness to new learning and up-skilling;
- ☼ Ability to manage transitions;
- ☼ Ability to access networks.

These competencies are often the most neglected and it is frequently difficult to access services that emphasize the skills of job transition and job retention. In today's work world, many would argue that these are becoming the most important skills for workers to acquire in order to remain self-sufficient.

Personal Management/Readiness: The Prerequisite Dimension:

A readiness to engage in employability learning and activities is a prerequisite for all the employability dimensions. Personal management and readiness issues are not considered an employability dimension per se. Rather they are an umbrella category that has an impact on all employability dimensions. Their resolution can be a pre-condition for clients to be able to focus learning energy on their employability.

Personal management skills generally fall into two broad categories. The first category includes the practical supports that are needed in order to permit an individual to actively seek work. Child care access, transportation, mobility, accommodation, and suitable clothing are examples of work essentials unrelated to personal skills but basic to successful work search.

The second category refers to personal barriers of a psycho-social nature which require attention and assistance in order for work search to be successfully undertaken. Examples include issues of substance abuse, behaviour control and depression. Also included are basic life and work skills where clients may have learning deficits. There is frequently an assumption that if clients can succeed in being offered employment, they must know about and be able to demonstrate ongoing good work habits. This is not so for numbers of clients who have lacked appropriate role models, experienced frequent job failures, and/or never received any feedback so they could understand what good habits are. Personal Management skills are not just new learning, but sometimes unlearning old habits that interfere with success.

The Employment Services delivery system is not usually the resource to provide direct interventions with these issues. Rather they act as the resources for appropriate referrals to the right assistance. Practical barriers such as those listed above often are the purview of municipal programs and/or other provincial departments. It is essential that the Employment Services in the community be well connected to these resources so individuals get the referrals and support they need to manage these issues and reconnect to Employment Services. It is also essential that the Employment Services help people reconnect to employability learning as soon as they are able.

THE EMPLOYABILITY FRAMEWORK

The Employment Dimensions cover, in general, the content of interventions. They do not include the two crucial services of Assessment and Case Management. Many clients are not initially able to self-assess where their learning needs are and the assessment function is one which many would say is the cornerstone for effective service. Knowing where to start (smart) is the quickest way to learning what you need to learn and getting where you want to go!

Some clients have several levels of learning needs and have difficulty navigating services between different agencies. The Case Management function is important so clients do not get lost in services or fail between service agencies. Assessment and Case Management are essential to the employability framework and will be discussed in more detail in Chapter 3.

Employability Framework

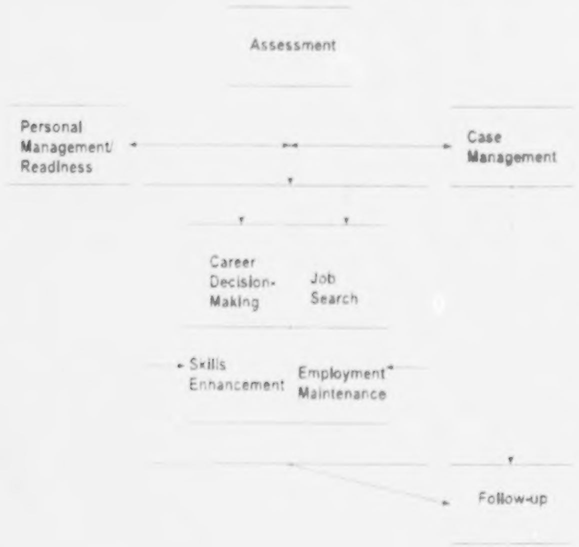

Figure 3

Employment Services organized using the employability framework could have several advantages:

- from the community perspective, the dimensions offer a way to inventory the comprehensiveness of "employability learning coverage" of interventions offered by all community partners. Gaps and duplications in coverage can be more readily identified because partners are working with the same framework and using similar vocabulary;

- from a marketing perspective, the dimensions provide a relatively easy way to communicate the kinds of services which are provided. Very often the content of employment services is not well understood and over-simplified in the eyes of the public;

- from a client perspective, it is easier to self-assess what learning to access when services are organized in a sequenced employability framework. It is also easier to access the right agency for the needed intervention when interventions are presented and marketed with common vocabulary.

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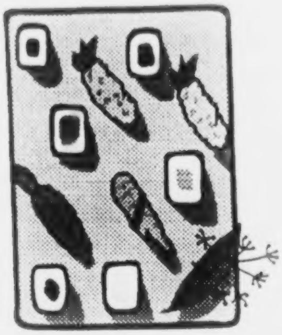
SUMMARY

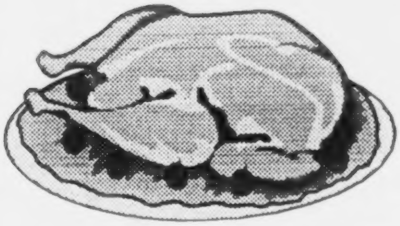
The Employability Dimensions supplemented with Personal Management, Assessment and Case Management are analogous to the Committee Structure for putting together a successful travelling gourmet feast. By working within this framework, community partners can be enormously helpful in building seamless services so that clients can:

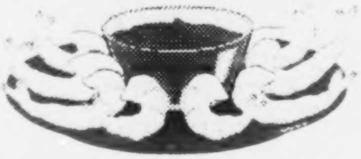
- identify what they need;
- know where to go to get their needs met;
- go in the right order
- not duplicate their learning
- achieve the desired and needed outcomes.

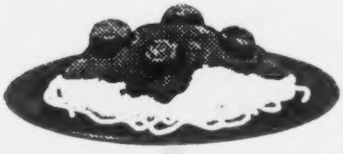
The workbook will use this framework and provide several tools to support partners working together to select and organize the best interventions and set a fine "Employment Services" table which meets the learning needs of clients in their communities.

CHAPTER 2
TASTES AND PALATES

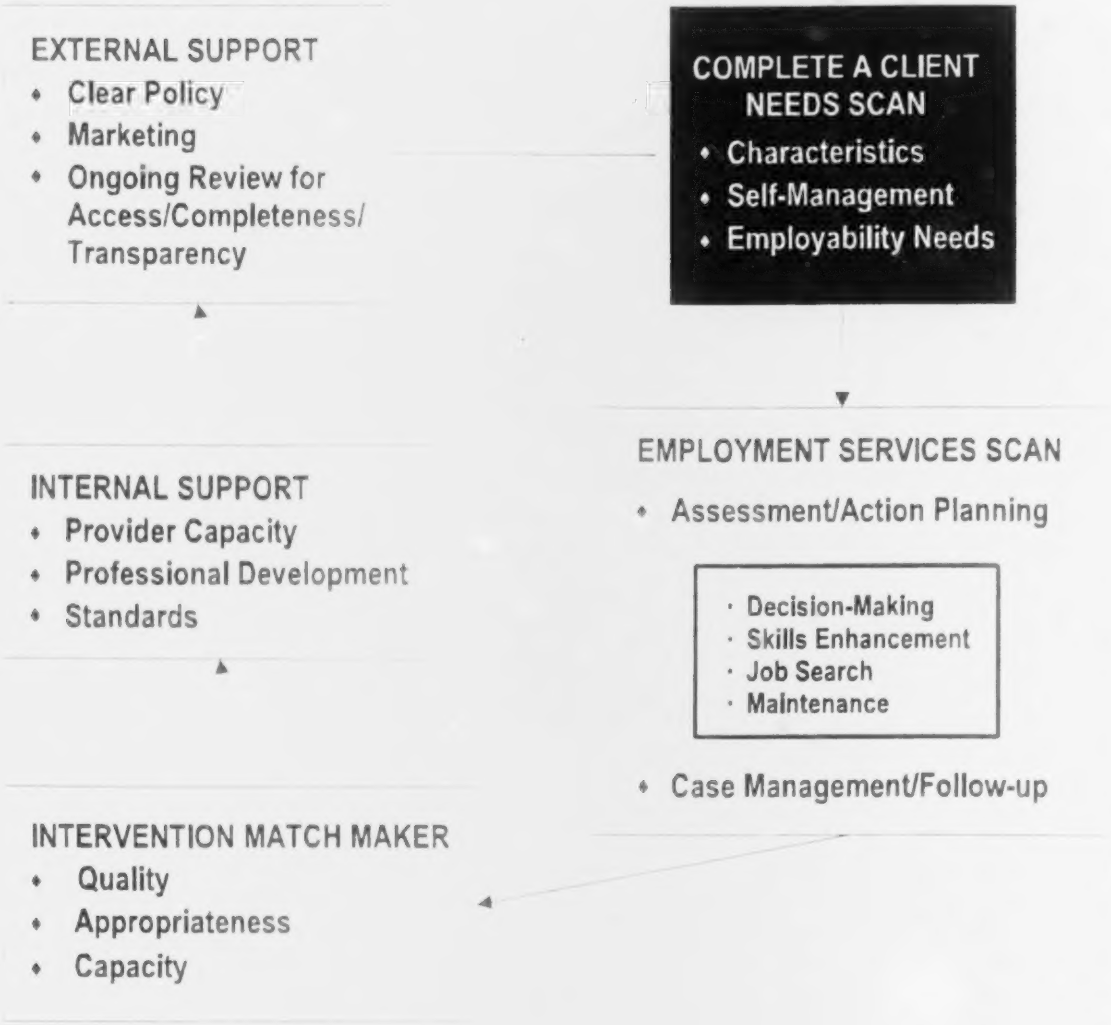








CHAPTER 2
RESEARCHING CLIENT NEEDS



EXTERNAL SUPPORT
- Clear Policy
- Marketing
- Ongoing Review for Access/Completeness/ Transparency

INTERNAL SUPPORT
- Provider Capacity
- Professional Development
- Standards

INTERVENTION MATCH MAKER
- Quality
- Appropriateness
- Capacity

COMPLETE A CLIENT NEEDS SCAN
- Characteristics
- Self-Management
- Employability Needs

EMPLOYMENT SERVICES SCAN
- Assessment/Action Planning
  - Decision-Making
  - Skills Enhancement
  - Job Search
  - Maintenance
- Case Management/Follow-up

CHAPTER 2
RESEARCHING CLIENT NEEDS: TASTES AND PALATES

As Figure 3 shows visually, the Assessment function, when well done, is the doorway to appropriate interventions. A skillful assessment results in an identification of learning needs, provides direction to access what is needed and provides a logical sequence for proceeding so the best outcomes can occur.

This applies to an individual client, to a single agency, and to a community of agencies organizing career and employment services.

At the Community Employment Services Table, a skillful assessment results in knowing the employability learning need of clients in the community, as a composite, so that services are built on a foundation of identified needs. Identified needs drive the selection and the quantity of interventions so that the "supply" of services matches as closely as possible the learning "demands" of clients.

It is not necessary for all agencies to offer interventions in all Employability Dimensions. The choice of interventions offered will depend on the particular employability needs of clients and the range of needs already addressed across the community. Knowing what clients need and setting about to meet those needs is the beginning of building a satisfied client population.

A client group profile is what results from the skillful assessment of community client groups.
Here is one example of what a client group profile might look like.

Target Group: EI Recipients

The Riverside suburb of Mega City is serving EI and reachback clients. Most of their clients are 30-40, with post secondary education and have had management or professional positions. The Employability needs of the group as identified by the community partners who work with them are Career Decision-Making, Skills Enhancement and Job Search. The primary Learning Outcomes necessary for the group to attain its goals, as identified by the community partners are: acquiring adaptability skills to extend the range of possible opportunities, increased awareness of alternative employment options, acquiring specific training skills, and improvement of knowledge and skills in a repertoire of job seeking strategies. The community partners estimated the level of self-management to be very high in this group.

The steps and tools to arrive at a community roll-up client profile follow.

THE CLIENT PROFILE

What Do You Need to Know?

First you need to be clear on what target groups you serve. There needs to be an understanding of exactly who is in your mandate to serve. A description of which client groups an organization serves is likely to be found in its mission statement. Note which general groups you will be serving in the following textbox which is a sample of the **Worksheet 2-1** at the end of this chapter.

Sample Worksheet # 2-1
Target Groups

Our goal is to serve:
- ☐ Aboriginal Peoples
- ☐ Persons with Disabilities
- ☐ Visible Minorities
- ☐ Women
- ☐ Youth
- ☐ Older Displaced Workers
- ☐ EI Recipients
- ☐ SARS
- ☐ Other ____________________

Not only is it important to know which groups you serve, it is important to have a detailed picture of those client groups. There are three client group factors which are important in compiling a helpful client profile. These factors become critical in screening for and selecting appropriate interventions.

Client Profile

- ○ the characteristics of the client group
- ○ their level of self-management
- ○ their particular Employability needs

Characteristics

The targeted client groups will have different characteristics in different communities. Some of the client characteristics that can affect the intervention outcomes are: age, level of education, residential district and mobility, employment situation, length of absence from the job market, and socio-economic status.

This summary information sheet of client characteristics will give you a snapshot of your particular client group or groups. The information for this summary will come from completion of Community Consultation **Worksheet # 2-5** and Client Survey **Worksheet # 2-6** at the end of this chapter.

Sample Worksheet # 2-2

Characteristics of Client Group Summary

TARGETED CLIENT GROUP (specify) ______________________________

Characteristics	**Please fill in blanks**
age	18-28 (__%) 29-38 (__%) 39-48 (__%) 49+(__%)
level of education	<secondary (___%) some secondary (___%) secondary (___%) post secondary (___%)
level of skill	highly skilled (___%) skilled trades (___%) general labourers (___%) seasonal, unskilled (___%)
residential district	name:
length of absence from the job market	6 mo. (___%) 1-2 yrs (___%) 3-5 yrs (___%) >5 yrs (___%)
gender	F % M %
source of income	(___%) EI (___%) RB* 3 yrs (___%) RB* 5 yrs
work experience: sector background	(___%) ________________ (___%) ________________ (___%) ________________
language spoken	Eng _____ Fr._____ Other ________________
other	

* RB = Reach Back

Level of Self-Management

Clients differ in their ability to be self-directed problem-solvers and learners. Some clients are highly adaptable and, given the appropriate resources and information, are able to self-help. Some require coaching and guiding to benefit from interventions; still others require, at least initially, intensive support to undertake learning.

Locus of control, self-motivation, organizational skills, time management, initiative and coping skills will directly affect the amount of assistance clients will need to achieve their employment goals.

The capacity to self-manage is an important component of a meaningful client profile. Interventions are based on assumptions about client capacity. Some interventions such as Job Finding Clubs provide substantial amounts of structure and active support for learning. Others, such as WorkSearch, assume that clients will figure out the existing structure and learn quite autonomously. The success of interventions will rest, to a considerable degree, on their match with client self-management capacity. There is no precise way to determine levels of self-direction and management. Most front-line service providers, however, have a very good sense of this client variable from working with client groups over time. One way to think about capacity to self-manage is to visualize a continuum and based on first-hand knowledge of clients, give a well-considered and educated estimate (see 2-3).

It is important as well to note that the most efficient interventions will support more than one level of self-management, depending on how the direct service provider uses it.

The information for this Self-Management Summary will come from the **Worksheet # 2-5**, Community Consultation, at the end of the chapter.

Sample Worksheet # 2-3
Self-Management Summary
(Estimate of Targeted Client Group)

Fill in the information for any of the particular target groups you are serving.
In our community, 'most' of the target group could be placed here on the continuum (mark with X)

Target Groups in our Community:	**Estimated Current Level of Self-Management**		
Aboriginal Peoples	Self-Managed	Minimal Assistance	Assisted
Persons with Disabilities	Self-Managed	Minimal Assistance	Assisted
Visible Minorities	Self-Managed	Minimal Assistance	Assisted
Women	Self-Managed	Minimal Assistance	Assisted
Youth	Self-Managed	Minimal Assistance	Assisted
Older Displaced Workers	Self-Managed	Minimal Assistance	Assisted

Target Groups in our Community:	Estimated Current Level of Self-Management		
EI Recipients	Self-Managed	Minimal Assistance	Assisted
SARS	Self-Managed	Minimal Assistance	Assisted

In estimating self-management levels, you are building an experienced-based profile, not a scientific or statistical profile. Within any target group, there will be enormous diversity in self-directed capacity. You may find it useful to profile portions of a client group across all levels of the continuum. Use the worksheets and information sheets as guides, giving ideas and options to build upon. Filling in a chart like #2-3 will help in the planning of interventions that address the levels of self-management needs of certain client groups. You will be able to ensure that the ratio of interventions that require certain levels of self-management matches the ratio of clients who need interventions at that level of assistance, thus giving you an efficient, effective inventory of interventions.

Employability Needs

The third and most important piece of information needed to build a meaningful client profile for your client group is an understanding of their specific employability needs. In gathering this information it is helpful to find out what categories of needs are the most in demand and what specific learning outcomes clients request most often.

To get more precision on employability needs, the employability dimensions outlined in chapter 1 are taken to a much richer level of detail. The employability dimensions can be thought of as learning "blocks"; job/work search, for example, is a "block" of learning with many learning components. Within each block, client learning needs will vary enormously. Some clients who have learning needs with respect to job/work seeking may be totally lacking in confidence to know how to begin, while others may need only to be able to negotiate the terms of their employment. Both needs are in the same employability block but each requires very different learning. The following framework provides suggestions for some of the most common learning outcomes contained in each employability dimension. Using this framework to understand and gather employability needs is an enormous help in considering what interventions will be most sensible and useful for your client group.

EMPLOYABILITY LEARNING NEEDS/OUTCOMES

Career Decision-Making Interventions respond to and target one or more of the following employability learning needs/outcomes:	1-1	understand personal strengths, and skills and able to make accurate connections between strengths, skills and career and work decisions and choices;
	1-2	establish priorities and preferences and use past experience to inform current decisions;
	1-3	identify transferable skills;
	1-4	set an employment goal, at least for the immediate future and plan appropriate steps to begin to take the goal to action;
	1-5	research and explore opportunities for work, education and training, using a variety of methods (InterNet exploration, face-to-face information interviews);
	1-6	seek out, interpret and evaluate labour market information;
	1-7	identify and explore alternative employment options (self-employment, contract work, etc.);
	1-8	access community resources and services related to career/employment issues;
	1-9	develop strategies to overcome barriers to education and training;
	1-10	recognize and accurately assess work opportunities;
	1-11	plan for and manage career changes.

Skills Enhancement Interventions respond to and target one or more of the following employability learning needs/outcomes:	2-1	explore and undertake learning activities to support learning and increased employability (remedial classes; literacy; numeracy; basic computer literacy skills);
	2-2	demonstrate key interpersonal skills for workplace success including the ability to receive and learn from appropriate feedback;
	2-3	understand requirements and how to qualify for and access (education, license, certification) specific skill training;
	2-4	demonstrate self-management skills for workplace success (time management; work organization; problem-solving; decision-making; conflict resolution);
	2-5	explore and identify skills and knowledge which are transferable from one work role to another;
	2-6	explore and access skill building opportunities (job training, employer sponsored training; reimbursement programs);
	2-7	able to set both short term and longer term plans for education, training and learning;
	2-8	understand how change influences knowledge and skill needed to succeed;
	2-9	demonstrate skills to manage financial resources.

EMPLOYABILITY LEARNING NEEDS/OUTCOMES, CONT.

Job/Work Search Skills Interventions respond to and target one or more of the following employability learning needs/outcomes:	3-1 prepare an appropriate résumé and cover letter; 3-2 demonstrate appropriate self-presentation and marketing skills and attitudes; 3-3 demonstrate appropriate interviewing skills; 3-4 demonstrate effective work attitudes and behaviours while job/work seeking; 3-5 negotiate appropriate employment contract; 3-6 demonstrate knowledge and skills in a repertoire of job seeking strategies; 3-7 apply decision-making skills to assessing job offers; 3-8 demonstrate skills to identify job openings and work opportunities; 3-9 cope with stress of job/work seeking; 3-10 be resilient and persistent in job/work search; 3-11 access support systems during job/work search to sustain motivation.

Employment Maintenance/ Resiliency Interventions respond to and target one or more of the following employability learning needs/outcomes:	4-1 establish and maintain positive working relationships with colleagues and supervisors; 4-2 demonstrate ability to cooperate and compromise in team work; 4-3 access and take advantage of new learning and up-skilling; 4-4 demonstrate coping/self-management skills during periods of transition (job shifts; restructuring; unemployment); 4-5 demonstrate ways to deal effectively with stress; 4-6 demonstrate skills and attitudes to overcome self-defeating behaviours; 4-7 demonstrate skill in negotiating job options; 4-8 make specific contributions to quality of work ; 4-9 understand how changes (e.g. technological developments, changes in demand for products or services) influence knowledge, skills and attitudes require for work success; 4-10 explore and demonstrate strategies to support career/work change (e.g. On the job training; networking; career ladders; continuous learning); 4-11 explore career planning and work finding services available through a range of organizations; 4-12 demonstrate skills to adapt when circumstances change.

EMPLOYABILITY LEARNING NEEDS/OUTCOMES, CONT.

Assessment Skills Interventions respond to and target one or more of the following employability learning needs/outcomes:	5-1 demonstrate an accurate self-assessment of employment readiness; 5-2 clarity of employment/training or educational goal; 5-3 able to complete an action plan and begin to take steps towards goal; 5-4 knows follow-up processes and how to access needed supports; 5-5 knows referral details for assistance with personal management issues, if applicable.

Case-Management and Follow-Up Interventions respond to and target one or more of the following employability learning needs/outcomes:	6-1 Increased knowledge by service provider(s) of responsibilities to client and each other; service standards for which all are accountable; case manager contact for overall planning and coordination; 6-2 Improved action plans which demonstrate well-considered incremental activities leading to progressive and successful employment related activities; 6-3 Improved level of clients assuming increased responsibility for the design of their own action plans and for managing action steps independent of service provider interventions; 6-4 Improved recorded information including specific information on input data/options undertaken and outcomes achieved, both to assess current performance and inform future planning for ongoing quality improvement.

Once information is gathered on client learning needs using this framework, it is possible to complete a summary worksheet similar to the following where you can see at a glance both the dimensions and the most critical learning needs. You can also see how services based on identified needs can be built across a community, by several agencies completing the worksheets and sharing information.

Information for the summary is collected in the Community Consultation **Worksheet #2-5** and Client Survey **Worksheet # 2-6** at the end of this chapter.

Sample Worksheet # 2-4
Summary of Employability Learning Priority Needs

Target Group: Estimate of Self-Management	**Employability Dimension Needs**	**Top Employability Learning Needs/Outcomes**
Aboriginal Peoples __________ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 __________ 2 __________ 3 __________ 4 __________ 5 __________
Persons with Disabilities __________ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 __________ 2 __________ 3 __________ 4 __________ 5 __________
Visible Minorities __________ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 __________ 2 __________ 3 __________ 4 __________ 5 __________
Women __________ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 __________ 2 __________ 3 __________ 4 __________ 5 __________
Youth __________ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 __________ 2 __________ 3 __________ 4 __________ 5 __________
Older Displaced Workers __________ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 __________ 2 __________ 3 __________ 4 __________ 5 __________
EI Recipients __________ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 __________ 2 __________ 3 __________ 4 __________ 5 __________
SARS __________ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 __________ 2 __________ 3 __________ 4 __________ 5 __________

The Client Profile now comprises the following information:

- Client Characteristics
- Estimated Capacity for Self-Management: and
- Employability Learning Needs.

Each of these provides a rich level of detail that drives the selection of interventions and the nature of services.

How Do You Gather the Information

There are basically two ways to gather information for a client group profile: a community consultation and a client survey. The partners in service provision for each community will decide whether to use one or both methods.

Community Consultation - This involves gathering information on client group characteristics and perceived employability needs from the partners in the community who work with the clients, from colleagues who work in similar situations, or from other sources, such as reports. In this method partners and professionals get together and combine experience and knowledge of their community to compile a group profile. This may entail estimating from personal knowledge and using agency reports and statistics. It is helpful to have a form to work from, which may then be modified to suit the particular needs of your community partners. You will find a suggested form in **Worksheet # 2-5 at the end of the chapter**.

Recall the brief description of Mega City at the beginning of this chapter. This is an example of a client profile compiled from a community consultation. The description is expanded here.

Target Group: EI Recipients

The Riverside suburb of Mega City is serving EI and reachback clients. Most of their clients are 30-40, with post secondary education and have had management or professional positions. The employability needs of the group as identified by the community partners who work with them are Career Decision-Making, Skills Enhancement and Job Search. The primary Learning Outcomes necessary for the group to attain its goals, as identified by the community partners are: acquiring adaptability skills to extend the range of possible opportunities, increased awareness of alternative employment options, acquiring specific training skills, and improvement in the knowledge and skills in a repertoire of job-seeking strategies. The community partners estimated the level of self-management to be very high in this group. There are pockets in two areas of the suburb where the majority of clients have little work experience, a first language other than English or French and less than secondary education. Their employability needs as identified by the community partners who work with them are Skills Enhancement which can be narrowed down to these Learning Outcomes: acquiring literacy, numeracy and basic computer skills, acquiring opportunity-creation skills and acquiring specific skills training. The community partners estimated the level of self-management to be medium-low for the majority of this client group.

The Client Survey - This involves gathering information from clients themselves. In this method, a staff member of an agency or a small community team can organize a sample of clients to get first-hand information on their characteristics and their perceptions of their own employability needs.

This is a hypothetical example of a client profile compiled from a client survey. Target Group: EI Recipients:

The small city of Bowling Brook is serving EI and reachback clients, most of whom have factory skills background, partial high school, are 40-50 years old and have had little or no experience looking for work since they landed their first job in the factory. The employability needs of the group as revealed in the survey are: Career Decision-Making, Skills Enhancement and Job Search. The primary Learning Outcomes defined by the group to attain its goals are: acquiring skills to seek out, interpret and evaluate labour market information, acquiring specific training skills, improvement in ability to prepare an appropriate résumé and cover letter, improvement in presentation skills, and improvement in job interview skills.

[In the case of a client survey the level of self-management may need to be estimated by the professionals who work with the client group.]

At the end of the chapter you will find **Worksheet # 2-6**, a sample questionnaire for surveying clients representative of the group(s) you are serving.

Client Profiles Shape Intervention Choices

The combined factors making up the client profile of a target group have a strong influence on what learning outcomes and what delivery modality you will be looking for when trying to find the best matching intervention. In order to achieve the best chance at a successful intervention, matching up the learning outcomes and the mode of delivery with the client profile factors is critical.

Target Group Client Profile	→	***Intervention***
"x" Employability needs "y" characteristics "z" level of self-management	Influence choice of	Learning outcomes e.g. • Career decision-making: where to find information, develop strategies to overcome barriers to training • Skills enhancement: demonstrate self-management skills; access skill building opportunities • Job/Work Search: résumé, cover letter, negotiate contract; cope with stress • Employment Maintenance/ Resiliency: teamwork skills, strategies to support career/work change
[This information summarized in **Worksheets # 2-1 - # 2-4**]		Modality e.g. • Individual; group; self-service; workshop; information session; training session; combination etc.

When you apply the specific information you have collected from your community consultation or client survey it will guide you to choosing interventions of particular modalities. For instance, the service providers working in Mega City found they needed to choose interventions for the learning outcome "acquire specific training skills" for two different client groups - the post secondary professionals, and the less than high school, foreign language clients. Because of the difference in these client groups' characteristics and level of self-management, the service providers chose to use a self-service information intervention, WorkSearch, for the first group and a group workshop with easy literacy materials for the second group.

A client profile will guide you to choose intervention learning outcomes and intervention modalities that will make the best match to your target group's needs.

SUMMARY

Developing the client profile in order to select appropriate interventions is a crucial step in working towards client satisfaction with employment services. A determining factor affecting the success of the Employment program is using interventions that match the specific needs of the particular target group in a particular geographical area. Several variables concerning the make-up of the target group need to be taken into consideration when choosing interventions. These include client characteristics, their level of self-management and, their specific employability needs.

WORKSHEET # 2-1

Target Groups

Our goal is to serve:

☐ Aboriginal Peoples
☐ Persons with Disabilities
☐ Visible Minorities
☐ Women
☐ Youth
☐ Older Displaced Workers
☐ EI Recipients
☐ SARS
☐ Other

____

WORKSHEET # 2-2

Characteristics of Client Group Summary *

TARGETED CLIENT GROUP **(specify)** ____

Characteristics	**Please fill in blanks**
age	18-28 (__%) 29-38 (__%) 39-48 (__%) 49+(__%)
level of education	<secondary (___%) some secondary (___%) secondary (___%) post secondary (___%)
level of skill	highly skilled (___%) skilled trades (___%) general labourers (___%) seasonal, unskilled (___%)
residential district	name:
length of absence from the job market	6 mo. (___%) 1-2 yrs (___%) 3-5 yrs (___%) >5 yrs (___%)
gender	F % M %
source of income	(___%) EI (___%) RB* 3 yrs (___%) RB* 5 yrs
work experience: sector background	(___%) ____________________ (___%) ____________________ (___%) ____________________
language spoken	Eng.______ Fr.______ Other:____________________
other	

* Summary of information gathered in **Worksheets # 2-5** and **2-6**

** RB = Reach Back

WORKSHEET # 2-3

Self-Management Summary *

Fill in the information for any of the particular target groups you are serving.
In our community, 'most' of the target group could be placed here on the continuum (mark with X)

Target Groups in our Community	**Estimated Current Level of Self-Management**
Aboriginal Peoples	Self-Managed Minimal Assistance Assisted
Persons with Disabilities	Self-Managed Minimal Assistance Assisted
Visible Minorities	Self-Managed Minimal Assistance Assisted
Women	Self-Managed Minimal Assistance Assisted
Youth	Self-Managed Minimal Assistance Assisted
Older Displaced Workers	Self-Managed Minimal Assistance Assisted
EI Recipients	Self-Managed Minimal Assistance Assisted
SARS	Self-Managed Minimal Assistance Assisted

* Summary of information gathered in **Worksheet # 2-5** the Community Consultation.

WORKSHEET # 2-4

SUMMARY OF EMPLOYABILITY LEARNING PRIORITY NEEDS

Target Group: Estimate of Self-Management	Employability Dimension Needs	Top Employability Learning Needs/Outcomes
Aboriginal Peoples ______ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 ______ 2 ______ 3 ______ 4 ______ 5 ______
Persons with Disabilities ______ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 ______ 2 ______ 3 ______ 4 ______ 5 ______
Visible Minorities ______ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 ______ 2 ______ 3 ______ 4 ______ 5 ______
Women ______ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 ______ 2 ______ 3 ______ 4 ______ 5 ______
Youth ______ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 ______ 2 ______ 3 ______ 4 ______ 5 ______
Older Displaced Workers ______ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 ______ 2 ______ 3 ______ 4 ______ 5 ______
EI Recipients ______ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 ______ 2 ______ 3 ______ 4 ______ 5 ______
SARS ______ Self-Managed Minimal Assistance Assisted	Career Decision-Making ______% Skills Enhancement ______% Job/Search ______% Employment Maintenance/ Resiliency ______%	1 ______ 2 ______ 3 ______ 4 ______ 5 ______

WORKSHEET # 2-5

COMMUNITY CONSULTATION

This is a sample of a worksheet that can be used to gather information in a community consultation. Each partner can fill this in to the best of her/his knowledge and it will be a starting point for discussion and planning a process to develop a client profile for each of your priority target groups in the community.

FOR THE PRIORITY TARGET GROUP: ______________________________
(for Worksheet # 2-2)

Client Characteristics
What is the total population that your centre serves? ____________________

What percentage of the total population is (fill in name of) ____________________
target group? __________%

In terms of education level, fill in the blanks below for this target group
__________ per cent have post graduate degrees
__________ per cent are post secondary graduates
__________ per cent are high school graduates
__________ per cent have grade 9-11 education
__________ per cent have any level of elementary school education

What are the percentages for this target group in terms of level of skill in trades?

________ per cent are highly skilled trades persons
________ per cent are skilled trades persons
________ per cent are general labourers
________ per cent are seasonal or unskilled labourers

What is the breakdown of age for this target group?

________ per cent are over 48
________ per cent are 39 - 48
________ per cent are 29 - 38
________ per cent are 18 - 28

What are the percentages for this target group in terms of sector they have worked in

_______ per cent come from business, finance and administrative occupations
_______ per cent come from natural and applied sciences and related occupations
_______ per cent come from health occupations
_______ per cent come from social sciences, education, government services and religion
_______ per cent come from art, culture, recreation and sport
_______ per cent come from sales and retail occupations
_______ per cent come from trades
_______ per cent come from transport and equipment operators
_______ per cent come from primary industry e.g. forestry, fishing, mining
_______ per cent come from processing, manufacturing and utilities
_______ per cent other ____
____

In terms of language spoken

_____ per cent have English as a first language
_____ per cent have French as a first language
_____ per cent have as a first language ______________________________
_____ per cent have as a first language ______________________________

Client Level of Self-Management (Summarize in Worksheet # 2-3)

For this particular priority target group, in general, the level of self-management can be broken down into:

self-managed None ______________________ All
minimal assisted None ______________________ All
assisted None ______________________ All

Client Employment Needs

Filling out the following chart "Employability Dimensions" for each of the target groups you serve will give you the basic information you need to overview the Employability Learning Needs for the populations you serve. Summarize this information in **Worksheet # 2-4**.

EMPLOYABILITY LEARNING NEEDS

Target Group:____

Clients who need: (mark with an X)	**Clients who need:** (mark with an X)
Career Decision-Making	**Skills Enhancement**
1-1 Understand personal strengths, and skills and able to make accurate connections between strengths, skills and career and work decisions and choices; None All	2-1 explore and undertake learning activities to support learning and increased employability (remedial classes; literacy; numeracy; basic computer literacy skills); None All
1-2 establish priorities and preferences and use past experience to inform current decisions; None All	2-2 demonstrate key interpersonal skills for workplace success including the ability to receive and learn from appropriate feedback; None All
1-3 identify transferable skills; None All	2-3 understand requirements and how to qualify for and access (education, license, certification) specific skill training; None All
1-4 set an employment goal, at least for the immediate future and plan appropriate steps to begin to take the goal to action; None All	2-4 demonstrate self-management skills for workplace success (time management; work organization; problem-solving; decision-making; conflict resolution); None All
1-5 research and explore opportunities for work, education and training, using a variety of methods (InterNet exploration, face-to-face information interviews); None All	2-5 explore and identify skills and knowledge which are transferable from one work role to another; None All
1-6 seek out, interpret and evaluate labour market information; None All	2-6 explore and access skill building opportunities (job training, employer sponsored training; reimbursement programs); None All
1-7 identify and explore alternative employment options (self-employment, contract work, etc.); None All	2-7 set both short term and longer term plans for education, training and learning; None All

EMPLOYABILITY LEARNING NEEDS

Target Group:____

Clients who need: (mark with an X)	**Clients who need:** (mark with an X)
1-8 access community resources and services related to career/employment issues; None All	2-8 understand how change influences knowledge and skill needed to succeed; None All
1-9 develop strategies to overcome barriers to education and training; None All	2-9 demonstrate skills to manage financial resources. None All
1-10 recognize and accurately assess work opportunities; None All	
1-11 plan for and manage career changes None All	

EMPLOYABILITY LEARNING NEEDS

Target Group: ______________________________

Clients who need: (mark with an X)	Clients who need: (mark with an X)
Job Search	**Employment Maintenance**
3-1 prepare an appropriate résumé and cover letter; None All	4-1 establish and maintain positive working relationships with colleagues and supervisors; None All
3-2 demonstrate appropriate self-presentation and marketing skills and attitudes; None All	4-2 demonstrate ability to cooperate and compromise in team work; None All
3-3 demonstrate appropriate interviewing skills; None All	4-3 access and take advantage of new learning and up-skilling; None All
3-4 demonstrate effective work attitudes and behaviours while job/work seeking; None All	4-4 demonstrate coping/self-management skills during periods of transition (job shifts; restructuring; unemployment); None All
3-5 negotiate appropriate employment contract; None All	4-5 demonstrate ways to deal effectively with stress; None All
3-6 demonstrate knowledge and skills in a repertoire of job seeking strategies; None All	4-6 demonstrate skills and attitudes to overcome self-defeating behaviours; None All
3-7 apply decision-making skills to assessing job offers; None All	4-7 demonstrate skill in negotiating job options; None All
3-8 demonstrate skills to identify job openings and work opportunities; None All	4-8 make specific contributions to quality of work ; None All
3-9 cope with stress of job/work seeking; None All	4-9 understand how changes (e.g. technological developments, changes in demand for products or services) influence knowledge, skills and attitudes require for work success; None All

EMPLOYABILITY LEARNING NEEDS

Target Group:____

Clients who need: (mark with an X)	**Clients who need:** (mark with an X)
3-10 able to be resilient and persistent in job/work search; None All	4-10 explore and demonstrate strategies to support career/work change (e.g. On the job training; networking; career ladders; continuous learning); None All
3-11 access support systems during job/work search to sustain motivation. None All	4-11 explore career planning and work finding services available through a range of organizations; None All
	4-12 demonstrate skills to adapt when circumstances change. None All

WORKSHEET # 2-6

SURVEY QUESTIONNAIRE FOR CLIENTS

Please help us help you by filling in this questionnaire. We would like to pool the information we get and find out what services are most needed to help you find employment. Sources of information will remain confidential.

WHO YOU ARE

Please check the appropriate answer

Female ____ Male ____

Age is: 18 - 28 ___ 29 - 38 ___ 39 - 48___ 49+___

First language is: English ___ French ___ Other ______________________

Level of Education: Elementary School___ Grade 9 - 11___ High School___
Post High School___

Level of Skilled Trades: Highly Skilled Trades Person___ Skilled Trades Person___
General Labourer___ Seasonal or Unskilled Labourer___

Most past work experience has been in this area:
___ business, finance, administration
___ natural and applied sciences and related occupations
___ health sciences
___ social sciences, education, government services and religion
___ art, culture, recreation and sport
___ sales and retail occupations
___ trades,
___ transport, and equipment operators
___ primary industry e.g. forestry, mining, fishing
___ processing, manufacturing, and utilities
___ other ____

Residential District ____

Source of Income ___EI ___EI within last three years ___ mother's or parent's allowance within last five years

Length of absence from job market ________years ________months

WHAT YOU NEED

The following is a checklist of knowledge and skills that help people find work. Please put a check beside any knowledge or skills you think you need to find work.

EMPLOYABILITY DIMENSIONS			
Career Decision-Making		**Skills Enhancement**	
1-1 understand personal strengths, and skills and able to make accurate connections between strengths, skills and career and work decisions and choices;		2-1 explore and undertake learning activities to support learning and increased employability (remedial classes; literacy; numeracy; basic computer literacy skills);	
1-2 establish priorities and preferences and use past experience to inform current decisions;		2-2 demonstrate key interpersonal skills for workplace success including the ability to receive and learn from appropriate feedback;	
1-3 identify transferable skills;		2-3 understand requirements and how to qualify for and access (education, license, certification) specific skill training;	
1-4 set an employment goal, at least for the immediate future and plan appropriate steps to begin to take the goal to action;		2-4 demonstrate self-management skills for workplace success (time management; work organization; problem-solving; decision-making; conflict resolution);	
1-5 research and explore opportunities for work, education and training, using a variety of methods (InterNet exploration, face-to-face information interviews);		2-5 explore and identify skills and knowledge which are transferable from one work role to another;	
1-6 seek out, interpret and evaluate labour market information;		2-6 explore and access skill building opportunities (job training, employer sponsored training; reimbursement programs);	
1-7 identify and explore alternative employment options (self-employment, contract work, etc.)		2-7 able to set both short term and longer term plans for education, training and learning;	
1-8 access community resources and services related to career/employment issues;		2-8 understand how change influences knowledge and skill needed to succeed;	

EMPLOYABILITY DIMENSIONS			
Career Decision-Making		**Skills Enhancement**	
1-9 develop strategies to overcome barriers to education and training:		2-9 demonstrate skills to manage financial resources.	
1-10 recognize and assess accurately work opportunities.			
1-11 plan for and manage career changes.			

EMPLOYABILITY DIMENSIONS

Job Search		Employment Maintenance	
3-1 prepare an appropriate résumé and cover letter;		4-1 establish and maintain positive working relationships with colleagues and supervisors;	
3-2 demonstrate appropriate self-presentation and marketing skills and attitudes;		4-2 demonstrate ability to cooperate and compromise in team work;	
3-3 demonstrate appropriate interviewing skills;		4-3 access and take advantage of new learning and up-skilling;	
3-4 demonstrate effective work attitudes and behaviours while job/work seeking;		4-4 demonstrate coping/self-management skills during periods of transition (job shifts; restructuring; unemployment);	
3-5 negotiate appropriate employment contract;		4-5 demonstrate ways to deal effectively with stress;	
3-6 demonstrate knowledge and skills in a repertoire of job seeking strategies;		4-6 demonstrate skills and attitudes to overcome self-defeating behaviours;	
3-7 apply decision-making skills to assessing job offers;		4-7 demonstrate skill in negotiating job options;	
3-8 demonstrate skills to identify job openings and work opportunities;		4-8 make specific contributions to quality of work;	
3-9 cope with stress of job/work seeking;		4-9 understand how changes (e.g. technological developments, changes in demand for products or services) influence knowledge, skills and attitudes require for work success;	
3-10 be resilient and persistent in job/work search;		4-10 explore and demonstrate strategies to support career/work change (e.g. On the job training; networking; career ladders; continuous learning);	
3-11 access support systems during job/work search to sustain motivation.		4-11 explore career planning and work finding services available through a range of organizations;	
		4-12 demonstrate skills to adapt when circumstances change.	

WORKSHEET # 2-7

CLIENT SCAN ROLL-UP OF INFORMATION

The three largest client groups served are:

1. ______________________
2. ______________________
3. ______________________

The overview of all our client groups with respect to level of self-management is:

self-managed None ______________ All

minimal assisted None ______________ All

assisted None ______________ All

The Employability Dimensions in most demand for services for all clients are:

1. ______________________
2. ______________________

The top Employability Learning Outcome needs of all clients are

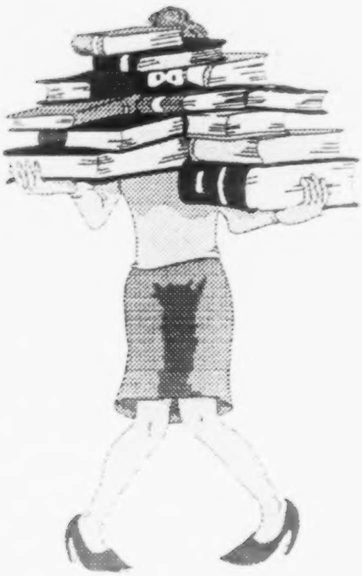
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

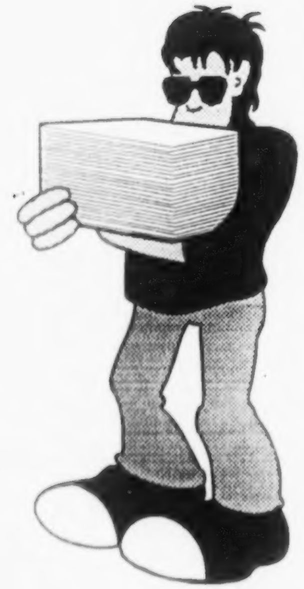
OTHER:

The following Employability Learning Outcomes are specific to target groups other than the largest three:

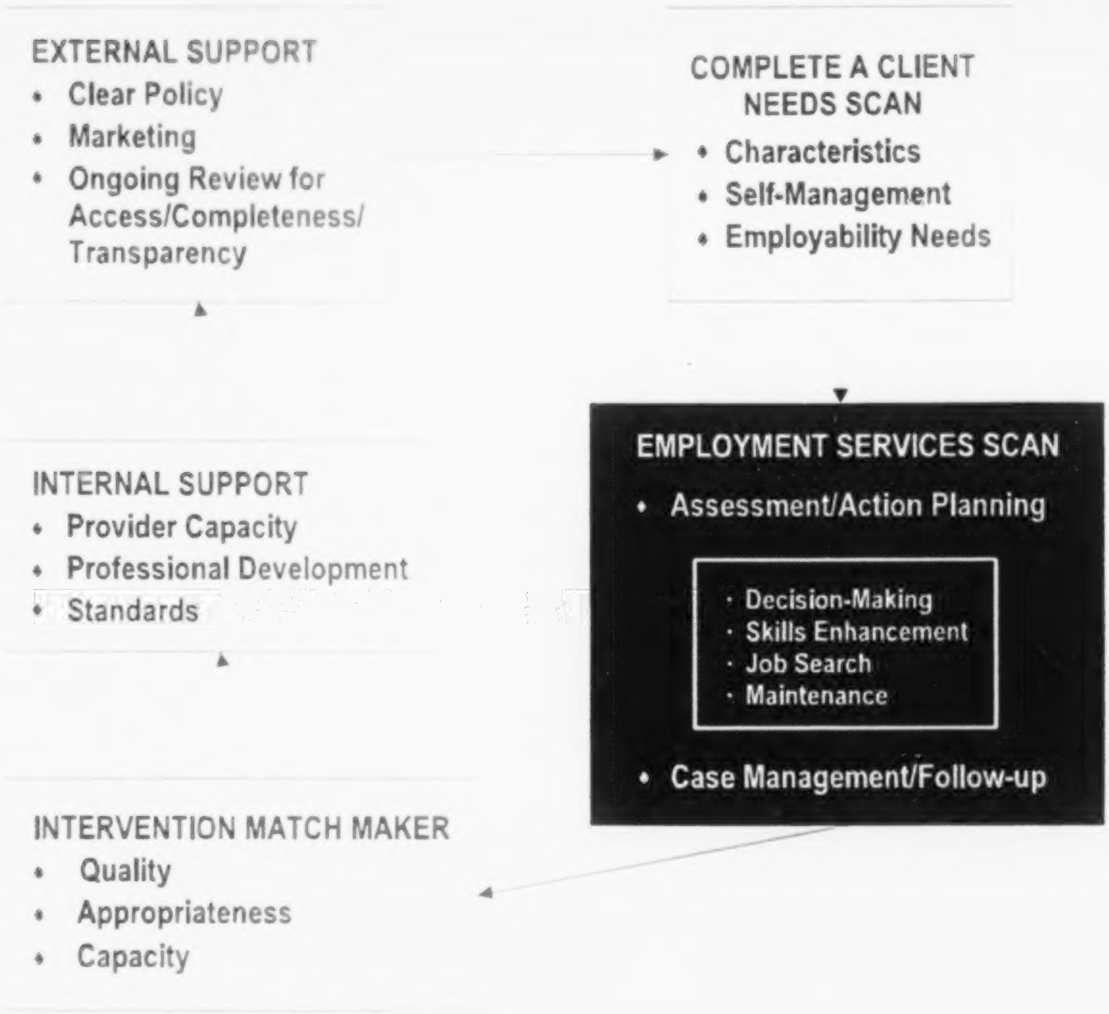
TARGET GROUP →	1	2	3	4	5
1					
2					
3					
4					
5					

CHAPTER 3
GATHERING RECIPES





CHAPTER 3
SCANNING EMPLOYMENT SERVICES



EXTERNAL SUPPORT
- Clear Policy
- Marketing
- Ongoing Review for Access/Completeness/ Transparency

COMPLETE A CLIENT NEEDS SCAN
- Characteristics
- Self-Management
- Employability Needs

INTERNAL SUPPORT
- Provider Capacity
- Professional Development
- Standards

EMPLOYMENT SERVICES SCAN
- Assessment/Action Planning
  - Decision-Making
  - Skills Enhancement
  - Job Search
  - Maintenance
- Case Management/Follow-up

INTERVENTION MATCH MAKER
- Quality
- Appropriateness
- Capacity

CHAPTER 3
SCANNING EMPLOYMENT SERVICES: GATHERING RECIPES

THE ORGANIZING COMMITTEE

The Client Profile is the foundation for building client-centered career/employment services within a single agency and across a community of agencies. The Client Profile is the blueprint which gives definition to the employability dimensions and learning needs most in demand in order for clients to become increasingly self-sufficient with respect to their work lives.

The next issue to be addressed by the "organizing committee" is to research/inventory how closely the supply (learning opportunities provided and accessible) matches the demand (client profile). A community Employment Services Scan tries to ensure that the following objectives are met:

- The quantity of interventions and the emphasis of interventions offered across a community are matched to the employment needs of clients in the community;
- The scope of employability interventions is available to clients at their appropriate levels of self-management in order to maximize their learning opportunities and provide the best chances for them to become self-sufficient in employability;
- Interventions are accessible to clients and organized in a way that makes clear where, and how to access what type of assistance.

What Do You Need to Know?

You need to know, as a community, if the services offered are the services needed. If you were to imagine a community where no services whatever are already provided but are about to be, the Client Profile completed earlier could be the only foundation document needed. Services could be built directly from current information on client need. In most communities, of course, many services are already in existence. Some continue to exist even when client need has changed significantly. The Employment Services Scan presents an opportunity for a community to do a self-inventory and, in an ongoing way, continue to seek the best balance possible between what it supplies and what the clients demand.

Questions which can be addressed include:

- Are there obvious duplications in service with too many agencies meeting the same or similar needs?
- Are there gaps in service where no agency can be identified?
- Are there target groups who are over/under represented?
- Do the services offered appear to match the learning capacities and preferences of clients in the community?

The employability dimensions and the learning needs/outcomes again become the organizing framework for gathering the needed information. Interventions delivered by each community partner can be "catalogued" according to both the dimension(s) covered and also the intended learning outcomes. Attending to the outcomes provides a very focused way to give critical and thorough assessments to interventions - what outcomes do interventions actually achieve or purport to achieve. Very often the tendency is to think of interventions very broadly, for instance, to describe an intervention as simply a "job search skills" intervention. While this level of detail may be reasonable to give clients a general idea of what they will learn, it is insufficient for service providers and agencies to know if the range of learning needs in job search is being delivered. Another level of specificity and usefulness is to compile the actual learning outcomes which the intervention provides. This is much more helpful in seeing the full scan of services and contributes to communities being positioned to see more clearly where there may be gaps and duplications as well as where there are excellent interventions that should be shared and delivered more widely.

In compiling a scan, each agency individually completes an inventory of its own interventions which are delivered to clients. These questions can be used as guides:

Make a list of interventions which are currently delivered by your agency to clients. With respect to each intervention, complete the following:

1. What employability dimension(s) does the intervention cover?
2. What are the specific intended learning outcomes of the intervention?
3. Who is the target audience for the intervention? Include:
    - Level of literacy assumed
    - Age
    - Level of Self-Management assumed
    - Any other defining characteristics
4. How is the intervention delivered?

One example using the Career Decision-Making dimensions is given below for illustration. The full charts are included in Worksheets following this chapter.

SAMPLE WORKSHEET # 3-1
INTERVENTION INVENTORY

CAREER DECISION-MAKING

Learning Needs/Outcomes

1-1 understand personal strengths, and skills and able to make accurate connections between strengths, skills and career and work decisions and choices;
1-2 establish priorities and preferences and use past experience to inform current decisions;
1-3 identify transferable skills;
1-4 set an employment goal, at least for the immediate future and plan appropriate steps to begin to take the goal to action;
1-5 research and explore opportunities for work, education and training, using a variety of methods (InterNet exploration, face-to-face information interviews);
1-6 seek out, interpret and evaluate labour market information,
1-7 identify and explore alternative employment options (self-employment, contract work, etc.);
1-8 access community resources and services related to career/employment issues;
1-9 develop strategies to overcome barriers to education and training
1-10 recognize and assess accurately work opportunities;
1-11 plan for and manage career changes

Name of Intervention	Specific Outcomes Covered	Target Audience	How Delivered
CHOICES computer program	1-1, 1-2, 1-4, 1-5	• all ages • average literacy • medium to high level of self-management	self-service tool (recommended follow-up with counsellor)
Career Pathways	1-1, 1-2, 1-3; 1-8; 1-10	• average to high literacy • high to medium level of self-management depending on how delivered	individual self-service tool as well as optional group sessions

When summaries of interventions are completed for each of the employability dimensions as well as for Assessment and Case Management, it becomes relatively easy to see, at a glance, the quantity, scope, and learning emphasis of interventions by an individual agency as well as the range of clientele the agency serves.

How to Gather Information?

Intra-Agency:

A "Community" scan starts with each agency doing its own inventory and cataloguing its interventions. Even if the work stays internal to an agency, this kind of review can be very informative and helpful in keeping services sharply connected to client employment needs. Once the Services Scan is compiled, it is compared with the information on the Client Scan Summary, Worksheet # 2-7. An agency can do its own analysis of what clients say they need and what is currently offered. This provides a basis for adjusting existing interventions, seeking out new interventions or stopping delivery of an intervention whose need has passed.

At the agency level, this information can be gathered using many methods. It can be undertaken as part of a formal program review or initiated as a staff development activity. Such a review can be completed in a concentrated period or spread out over some weeks depending on the amount of professional development/problem-solving time available as a staff team.

Inter-Agency/Community Consultation

This is a continuation of the Community Table process begun to develop the Client Profile at the community level. Partners and professionals get together to continue their work to build a comprehensive and seamless service across a community. The forms provided at the end of this chapter are models to work from which may be modified to suit the needs of your community partners.

When the information on interventions is completed, community partners are in an excellent position to know "what" and "how complete" the employment interventions are in their community. Partners will want to compare the information on interventions carefully with the Client Profile to ascertain if the match is as good as it can be. They have the information and sample tools to streamline services if duplications have been identified, seek new and effective interventions if gaps have been identified, and tailor interventions carefully to both the learning needs and the learning capacities of clients.

They are also well positioned to build clarity for clients on where and how to access a range of services. An additional advantage of using the employability dimensions as a framework for services is language. Employability language makes sense to clients. Clients distinguish easily between services to help them learn job/work search skills and services to help them define an employment direction and make a training decision. Similarly there is no difficulty distinguishing between services in helping to make a career related decision and learning to manage work transitions. Very often clients experience genuine confusion about where to go for what and have a great deal of difficulty asking for what they need. Shared vocabulary helps clients to "shop smartly".

Recall that one of the objectives is to make interventions clear and organized from the client's point of view so clients know:

- Where to go for what;
- Go in the right order;
- Not duplicate or repeat their steps unnecessarily;
- How to achieve the desired learning and employment outcomes.

Having a framework in common across a community provides a vehicle to assist.

SUMMARY:

You have looked at two major pieces in the building of career/employment interventions to meet the diverse needs of different client groups: the Client Profiles of various client groups in the community and the Employment Interventions currently available in the community.

The results of the community consultation and/or client survey have provided you with:

- a reasonably detailed description of who your clients are; and
- a list of the employability learning outcome needs of those client groups.

The results of the services scan have provided you with a list of interventions, organized around employability dimensions and learning outcomes, that are available in the community.

By merging this information you now know:

- What employability interventions are available for the employability needs of your client group (a good match);
- The client group employability needs that do not have matching interventions - (gaps in service).

The accompanying chart summarizes the critical types of information you will have gathered as a result of completing the worksheets in Chapters 2 and 3. **Worksheets to capture the summarized information are included at the end of this chapter.**

Critical Types of Information Gathered from Scan and Consultation/Survey			
Client Profile Factors	**Interventions Organized Around Career Employability Dimensions**	**Interventions Organized Around Learning Outcomes**	**Target Audiences for Interventions/ and Modes of Delivery**
which are:	which are:	which include:	which are:
Employability Needs Characteristics Level of Self-Management	Career Decision-Making Skills Enhancement Job Search Skills Job Maintenance	Behaviour Attitude Knowledge	Individual; group; self-service; workshop; information session; combination;

This is a firm basis on which to continue to build client-centered services.

WORKSHEET # 3-1
INTERVENTION INVENTORY

Career Decision-Making

Learning Needs/Outcomes

1-1 understand personal strengths, and skills and able to make accurate connections between strengths, skills and career and work decisions and choices;
1-2 establish priorities and preferences and use past experience to inform current decisions;
1-3 identify transferable skills;
1-4 set an employment goal, at least for the immediate future and plan appropriate steps to begin to take the goal to action;
1-5 research and explore opportunities for work, education and training, using a variety of methods (InterNet exploration, face-to-face information interviews);
1-6 seek out, interpret and evaluate labour market information;
1-7 identify and explore alternative employment options (self-employment, contract work, etc.);
1-8 access community resources and services related to career/employment issues;
1-9 develop strategies to overcome barriers to education and training;
1-10 recognize and assess accurately work opportunities;
1-11 plan for and manage career changes.

Name of Intervention	Specific Outcomes Covered	Target Audience	How Delivered

WORKSHEET # 3-1
INTERVENTION INVENTORY
Skills Enhancement

Learning Needs/Outcomes

2-1 explore and undertake learning activities to support learning and increased employability (remedial classes; literacy; numeracy; basic computer literacy skills);
2-2 demonstrate key interpersonal skills for workplace success including the ability to receive and learn from appropriate feedback;
2-3 understand requirements and how to qualify for and access (education, license, certification) specific skill training;
2-4 demonstrate self-management skills for workplace success (time management; work organization, problem-solving; decision-making; conflict resolution);
2-5 explore and identify skills and knowledge which are transferable from one work role to another;
2-6 explore and access skill building opportunities (job training, employer sponsored training; reimbursement programs);
2-7 set both short term and longer term plans for education, training and learning;
2-8 understand how change influences knowledge and skill needed to succeed;
2-9 demonstrate skills to manage financial resources.

Name of Intervention	Specific Outcomes Covered	Target Audience	How Delivered

WORKSHEET # 3-1
INTERVENTION INVENTORY
Job/Work Search Skills

Learning Needs/Outcomes

3-1 prepare an appropriate résumé and cover letter;
3-2 demonstrate appropriate self-presentation and marketing skills and attitudes;
3-3 demonstrate appropriate interviewing skills;
3-4 demonstrate effective work attitudes and behaviours while job/work seeking;
3-5 negotiate appropriate employment contract;
3-6 demonstrate knowledge and skills in a repertoire of job seeking strategies;
3-7 apply decision-making skills to assessing job offers;
3-8 demonstrate skills to identify job openings and work opportunities;
3-9 cope with stress of job/work seeking;
3-10 be resilient and persistent in job/work search;
3-11 access support systems during job/work search to sustain motivation.

Name of Intervention	Specific Outcomes Covered	Target Audience	How Delivered

WORKSHEET # 3-1

INTERVENTION INVENTORY

Employment Maintenance/Resiliency

Learning Needs/Outcomes

4-1 establish and maintain positive working relationships with colleagues and supervisors;
4-2 demonstrate ability to cooperate and compromise in team work;
4-3 access and take advantage of new learning and up-skilling;
4-4 demonstrate coping/self-management skills during periods of transition (job shifts, restructuring; unemployment);
4-5 demonstrate ways to deal effectively with stress;
4-6 demonstrate skills and attitudes to overcome self-defeating behaviours;
4-7 demonstrate skill in negotiating job options;
4-8 able to make specific contributions to quality of work ;
4-9 understand how changes (e.g. technological developments, changes in demand for products or services) influence knowledge, skills and attitudes require for work success;
4-10 explore and demonstrate strategies to support career/work change (e.g. On the job training; networking; career ladders; continuous learning);
4-11 explore career planning and work finding services available through a range of organizations;
4-12 demonstrate skills to adapt when circumstances change.

Name of Intervention	Specific Outcomes Covered	Target Audience	How Delivered

WORKSHEET # 3-1

INTERVENTION INVENTORY

Assessment

Learning Needs/Outcomes

5-1 demonstrate an accurate self-assessment of employment readiness;
5-2 clarity of employment/training or educational goal;
5-3 complete an action plan and begin to take steps towards goal;
5-4 knows follow-up processes and how to access needed supports;
5-5 knows referral details for assistance with personal management issues, if applicable

Name of Intervention	Specific Outcomes Covered	Target Audience	How Delivered

WORKSHEET # 3-1
INTERVENTION INVENTORY
Case Management

Learning Needs/Outcomes

6-1 Increased knowledge by service provider(s) of: responsibilities to client and each other; service standards for which all are accountable; case manager contact for overall planning and coordination;
6-2 Improved action plans which demonstrate well-considered incremental activities leading to progressive and successful employment related activities;
6-3 Improved level of clients assuming increased responsibility for the design of their own action plans and for managing action steps independent of service provider interventions;
6-4 Improved recorded information including specific information on input data/options undertaken and outcomes achieved, both to assess current performance and inform future planning for ongoing quality improvement.

Name of Intervention	Specific Outcomes Covered	Target Audience	How Delivered

WORKSHEET # 3-2

EMPLOYMENT SERVICES SCAN ROLL-UP		
Employability Dimensions Covered	Learning Needs/ Outcomes Covered	Target Group(s) Covered
Employment Dimensions Not Covered	Learning Needs/ Outcomes Not Covered	Target Groups (s) Not Covered
Observations/Concerns:		

Observations/Concerns:

____

____

____

____

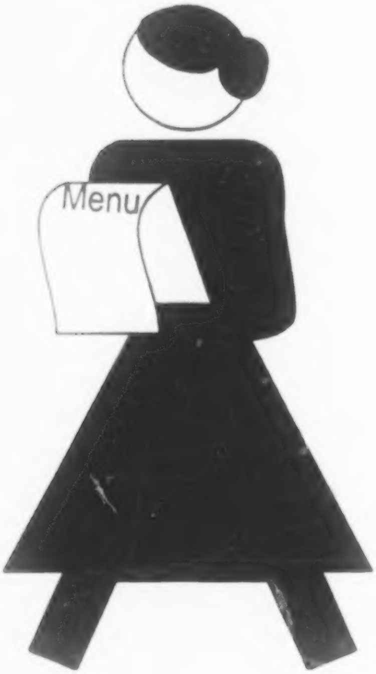
____

____

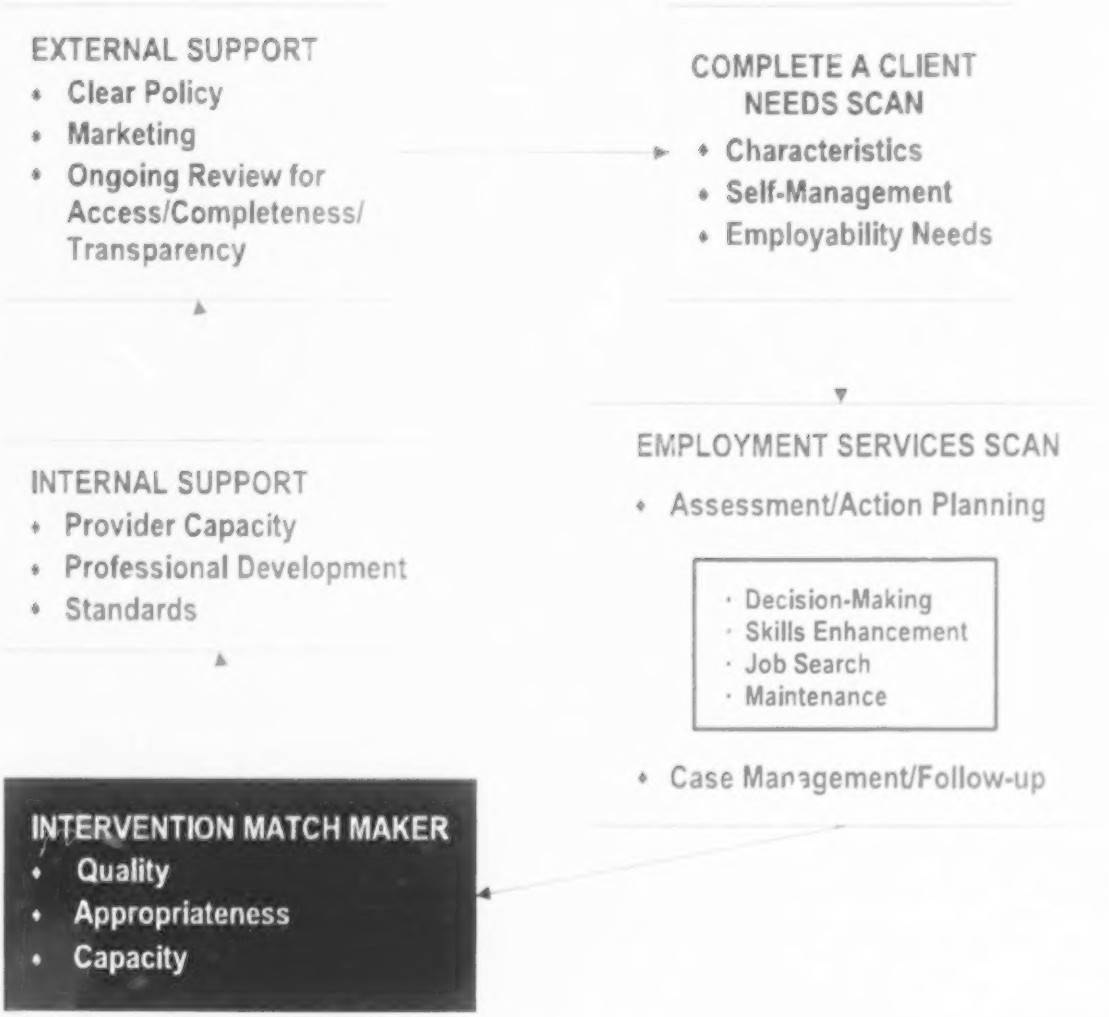
WORKSHEET # 3-3

EMPLOYMENT SERVICES PLANNER					
	Demand (#2-7)	Supply (#3-2)	Action		Action Planned
			Yes	No	
Employability Dimensions					
Learning Needs/ Outcomes					
Target Groups (Top Three)					
Target Groups (Other)					
Comments:					

CHAPTER 4
FINALIZING YOUR MENU



CHAPTER 4
INTERVENTION MATCHMAKER



EXTERNAL SUPPORT
- Clear Policy
- Marketing
- Ongoing Review for Access/Completeness/ Transparency

COMPLETE A CLIENT NEEDS SCAN
- Characteristics
- Self-Management
- Employability Needs

INTERNAL SUPPORT
- Provider Capacity
- Professional Development
- Standards

EMPLOYMENT SERVICES SCAN
- Assessment/Action Planning
  - Decision-Making
  - Skills Enhancement
  - Job Search
  - Maintenance
- Case Management/Follow-up

INTERVENTION MATCH MAKER
- Quality
- Appropriateness
- Capacity

CHAPTER 4

INTERVENTION MATCHMAKER: FINALIZING YOUR MENU

WHAT ELSE DO YOU NEED TO KNOW?

You know the match and gaps between client needs and employability interventions in your community. This chapter provides you with an organizational framework for selecting the best interventions that best match the best understood needs of the client groups you serve.

A priority in selecting interventions is to effectively choose from what already exists so as not to duplicate, nor develop unnecessarily. However, in some cases you may have two or three interventions to choose from that seem to serve the same purpose. In order to choose, you need to move to another level of organization that involves a more detailed look at the components of an intervention.

In addition to filling identified gaps in service, there are other scenarios in which an intervention may be reviewed for best match to client group needs, for example:

① Community partners may have gathered together to look at information on a range of interventions.

② HRCC staff may be involved in assisting a community service provider in selecting appropriate interventions which are new to the agency.

③ The client population served by an agency may have changed, with a new group emerging needing different interventions.

④ It is basic good practice to review interventions periodically. Interventions do not have a permanent shelf-life. They need updating and revisiting.

In any of these scenarios an administrative function that needs to be considered before the actual intervention selection is pre-planning the procedure for the selection. Pre-planning for decision-making on the use of interventions/tools involves answering questions such as those in the following chart.

Sample Worksheet # 4-1
Review Process

Pre-planning the Intervention Selection Procedure

Who will be involved in the process?	What will be their task? (Information gathering, reviewing and assessing, report writing, decision-making, sharing the review with other community partners)
______________________	______________________________
______________________	______________________________
______________________	______________________________
______________________	______________________________

How often will interventions be reviewed?______________________________

How will the decision be made: consensus, majority, authority?__________
Same people all the time ______ Rotation________

What is your plan for sharing review reports with your own staff and community partners?
____
____

The answers to these questions will guide how you proceed with the review. Some of the factors influencing your answers will be budget and time allotment for reviews, number of staff available for the process, number of staff who are competent to review and select, and relationship with other partners for the purposes of sharing reviewing/reporting responsibilities.

Once the selection procedure is clear, there are three important factors that need to be considered in order to select the best interventions. These are:

- Is the intervention of good quality?
- Is it appropriate for the particular profile needs of your clients?
- Do the delivery requirements match the capacity of the agency to deliver it?

Is the Intervention of Good Quality?

You will receive, from various sources, referrals to "good" interventions and tools that you know are legitimate and considered to meet accepted standards. When an intervention or tool is recommended, you will want to know on what the recommendation is based. What are the criteria against which the product was measured in order to declare it "a good intervention?"

The list that follows is a set of minimum general criteria that are considered important when selecting an intervention.

Minimum General Criteria

- Objectives are clearly described and apply to the Learning Outcomes of an Employability Dimension
- Target Audience for the intervention is clearly described
- Process and content is appropriate for the characteristics of the stated target audience
- Mode of Delivery suits self-management level of recipient group and qualifications of deliverer
- Expected Results are observable and measurable either quantitatively or qualitatively
- Meets ethical considerations of cost, accessibility and content bias
- Training for delivery is standardized and accessible (includes affordability)

A "good" intervention meets the general criteria listed above. See **Worksheet # 4-2** to apply these criteria to a specific intervention of your choosing.

Appropriate for Client Profile?

A bottom line principle is that the clients will decide the value of an intervention - was it appropriate to their needs? Did it help them learn? Are they more self-sufficient as a result? To meet success in these areas, the intervention has to match the characteristics of the client profile.

For example, a skills intervention that has demonstrated value in helping most clients identify their existing occupation-specific job-related skills may not match the needs of a particular client group for identification of basic, generic skills. A skills intervention that is an excellent tool for identifying generic employability skills may use a process that is unsuitable for the new, post-secondary graduate.

Making a match that will lead to successful implementation and client satisfaction also involves checking that the mode of delivery for this intervention meets the self-management level of your clients. And there are other considerations based on your client group characteristics. Is the reading level and depth of content suitable for this group? Do the steps of the process match the capabilities of the clients? See **Worksheet # 4-3** for a process to consolidate information about an intervention.

No product or program will be perfect for any one target group. Every resource will have its limitations. If an intervention/tool performs well in most areas, it is often possible to modify or make allowances for the limitations. Previewing the intervention/tool and planning for dealing with blips will make your implementation smoother.

What Is the Delivery Capacity of the Agency?

The third and equally important dimension is agency resources and capacity. The intervention seems to be of good quality and seems to match your clients' needs very well. The successful implementation of the intervention will rest strongly on the capacity of the agency to deliver that intervention in the manner intended. So what remains to be looked at is the match between the intervention requirements and the capacity of the agency to meet those requirements.

There are three key types of resources that contribute to adequate agency capacity: human resources, material resources, and financial resources. Below are some questions that can be used as a guide to assessing these resource areas. From the answers you will develop a list of resource strengths. Any areas that need additional development will also become evident. If the resource capacity is not strong for this particular intervention, the reviewing committee may decide to consult with community partners to plan for the best way to develop capacity in the community.

Human Resources

The most important human resources factor in provider capacity is the competence of the staff to deliver the intervention the way it was meant to be delivered. This will be covered fully in the next chapter and is only referenced briefly in **Worksheet # 4-4.**

Material Resources

Do you have the material resources to implement this intervention? Examples of material things you may need to provide an intervention are: space (e.g. a room, an area, tables and chairs, quiet), equipment (e.g. phones, computers, intervention materials, copier, projector).

Financial Resources

Do you have the finances to implement this intervention? What extra costs do you predict the new service will entail? Do you have a source of funding for this cost? Do you know where you might look for funding?

Reviewing your resources entails some subjective analysis because each intervention being assessed will have different implementation requirements. Knowledge of the problem-solving ability and motivation of staff to create innovative solutions to obstacles will influence how weak or strong you judge a resource obstacle to be. As experience in resource assessment and intervention selection increases, you will be able to use the information from the above questions to make decisions in a more efficient manner.

Worksheet # 4-5 asks important detailed questions to guide you to look at the resources you have and those you need.

MODEL FOR INTERVENTION REVIEW

It is important to remember that this procedure is not an evaluation for how well the intervention actually works. You cannot know that at this stage. That can only happen after you acquire and implement the intervention. So the judging of some of the criteria will be based on your best guess and past experience as a professional. The purpose of putting this much effort into reviewing before purchase/implementation is to cut down wasted money and resources on interventions that will not support your target groups needs. It should also reduce the possibility of having to spend an inordinate amount of time trying to modify an intervention that turned out not to be suitable. As you build your inventory of interventions, reviews can be shared between agencies to reduce the responsibility of reviewing everything yourself.

Uses of Review Results

The results of an intervention review will give you information on:

- Whether to implement and/or purchase;
- What clients to use the intervention with;
- How to plan for enhanced effectiveness of the tool before you implement;
- How to implement for best effectiveness with your targeted clients;
- Budget allocations - resources needed to support the intervention;
- Whether to invest in staff training.

There are four areas for review which can be charted as follows:

Sample Worksheet # 4-5
Intervention Review Process

General Review for a Good Match: Client Group Intervention	
General Screen for Quality	Does intervention meet these minimum criteria: Stated Objectives Target Audience Description Process and Content Description Mode of Delivery Description Expected Results Ethical Considerations of cost, accessibility and content bias Training for Delivery
Level 1 Match Client Delivery Needs	Process is appropriate for the stated target audience's characteristics; mode of delivery suits level of self-management
Level 2 Match Capacity of the Deliverer	Training is standardized and accessible Staff have appropriate background competencies Agency has sufficient resources
Reality Check	Check against: Opinions of other practitioners who have used it Small number of clients who try it out Focus group
Final Decision	

General Screen For Quality

This is an overview to see if the intervention meets the minimum general criteria of a "good" intervention. Do the stated objectives support an employability need; Is there clear description of the target audience; Is there a clear description of process; Is the content appropriate for the stated target audience; Are the desired outcomes observable and measurable either quantitatively or qualitatively; Is there standardized and accessible training for deliverers (includes affordability); and Is the product free of bias and accessible to all communities?

Level 1 Match to Client Delivery Needs

Are the steps of the process clear and well-sequenced for the client needs and characteristics. Does the mode of delivery provide the required support for the general level of self-management of the client group and is there flexibility to accommodate more or less self-managed clients.

Level 2 Match to Agency Delivery Capacities

Does the agency have the required background to deliver this intervention? Does the agency have sufficient financial and material resources to support delivery?

Reality Check

It looks good but what evidence is there that it really works and that clients experience learning success? This last check's purpose is to try it out. The information you gather may also help you decide whether the resource can stand on its own and whether it needs modification or supplementary resources.

There are several alternatives for gathering evidence. Contact other practitioners who have used it, for their feedback. Contact clients, or run a small focus group with clients who have received the intervention; seek their feedback on what they actually learned and were able to apply and use; try out the resource with a couple of clients to test it out; get their reactions. **Worksheet # 4-6** is a format for summarizing this information.

Final Decision

You are now very well positioned to decide - in fact the correct decision for your agency and your clients will likely have naturally emerged from going through the process and having asked the critical questions. Completing the final **Worksheet # 4-7** in this chapter will probably be very straight-forward. If the decision which has emerged is positive, you can have a good level of confidence that the intervention will be "good" and will be judged so by clients. Theirs is the ultimate test.

SUMMARY

Having completed a scan of the needs of your various client groups and then having scoped the community for available interventions, you have discovered where there are gaps in providing clients with what they need. To fill those gaps you will be considering adding new interventions to your service. Your goal will be to make the best match possible between the need of the clients groups and the interventions you will offer.

Money, time and effort can be saved by having a plan for assessing the interventions in three critical areas. You will want a guideline for figuring out

- whether the intervention in general is of good quality;
- whether the intervention is appropriate for the profile of your particular client group and
- whether your agency has the necessary human, material and financial resources to offer the intervention in the way it was intended.

By sharing the assessments of interventions with all the partners in the community and by honestly looking at the strengths of each partner it will be possible to make a comprehensive plan to offer the best interventions to the clients in the community by those who are best qualified. It will be possible to offer all the necessities for the complete gourmet selection of employability interventions.

WORKSHEET # 4-1
REVIEW PROCESS

Pre-planning the Intervention Selection Procedure

Who will be involved in the process?	What will be their task? (Information gathering, reviewing and assessing, report writing, decision-making, sharing the review with other community partners)
______________________	________________________________
______________________	________________________________
______________________	________________________________
______________________	________________________________

How often will interventions be reviewed?____________________

How will the decision be made consensus, majority, authority?________________
Same people all the time ______ Rotation_______

What is your plan for sharing review reports with your own staff and community partners?

____

____

____

WORKSHEET # 4-2
GENERAL SCREEN

The general screen will help you decide whether the intervention you are considering fulfills the basic criteria of a "quality "intervention.

Criteria	Yes	No
Objectives • Are the objectives clearly stated? • Are they relevant to an Employability Dimension?		
Target Audience • Is the target audience clearly described?		
Content • Does the content support the stated objectives?		
Process • Does the intervention give an overview of the process of implementation? • Are there steps described to bring about the results or outcomes of the intervention? • Are the steps in proper sequence for goals to be met?		
Mode of Delivery • Is the mode of delivery clearly described? • Is the description complete enough to implement?		
Expected Results/Outcomes • Is the outcome observable or measurable? • Does it apply to an Employability Dimension?		
Ethical Issues • Is this intervention affordable for all communities? • Is there equity in cultural, gender and ability issues?		
Training Issues • Are there clear, consistent instructions on how to deliver? • If there is a training course, is there a facilitator guide so that training standards are consistent? • Is the training accessible in terms of cost, location and length if time?		

WORKSHEET # 4-3
MATCHING THE CLIENT DELIVERY NEEDS

Fill in this whole column first with your intervention in mind	**Fill in this column next with your client group in mind**	**Now compare**
Intervention Title ____________________	**Client Group: (fill in name)** ____________________	**Match?**
Stated Target Audience ____________________ ____________________ ____________________ ____________________	**Client Characteristics** ____________________ ____________________ ____________________ ____________________	YES NO

Mode of Delivery
☐ information
  ☐ self-service tools
  ☐ group sessions
☐ individual counselling
☐ training sessions
  ☐ group workshops
  ☐ employment counselling
☐ referral
	Self-Management Needs:
	Self-Managed — Minimal Assistance — Assisted
		YES
		NO

Process academic level - format, breadth of material, reading level procedural steps - clarity and sequence, ease of implementation	**Characteristics** what education/reading level what age what work experience background	YES NO

WORKSHEET # 4-4
MATCH TO AGENCY CAPACITY TO DELIVER

Agency Capacity Match			
Agency	**Comment**	**Yes**	**No**
Will the human resources permit the agency to deliver this intervention in the manner it was meant to be delivered? Does the staff have the background to deliver? Does the staff have the background to train for delivery?**			
Does the agency have the financial resources to implement this intervention?			
Does the agency have the material resources to implement this intervention?			
Does this duplicate interventions you are already using, internally or externally? If "yes" answer the following: Is this a welcome enhancement to an insufficient intervention we are now using?			
Does the agency have the potential resources to modify the intervention as conditions change over time?			

** [Direct Service Deliverer Competency Match
See chapter 5 to assess competency match in detail.]

WORKSHEET # 4-5
INTERVENTION REVIEW PROCESS

<table>
<tr><th colspan="2">General Review for a Good Match:
Client Group Intervention</th></tr>
<tr><td>General Screen for Quality</td><td>Does intervention meet these minimum criteria:
Stated Objectives
Target Audience Description
Process and Content Description
Mode of Delivery Description
Expected Results
Ethical Considerations of cost, accessibility and content bias issues
Training for Delivery</td></tr>
<tr><td>Level 1 Match Client Delivery Needs</td><td>Process is appropriate for the stated target audience's characteristics and mode of delivery suits level of self-management</td></tr>
<tr><td>Level 2 Match Capacity of the Deliverer</td><td>Training is standardized and accessible
Staff have appropriate background competencies
Agency has sufficient resources</td></tr>
<tr><td>Reality Check</td><td>Check against:
Opinions of other practitioners who have used it
Small number of clients who try it out
Focus group</td></tr>
<tr><td colspan="2">Final Decision</td></tr>
</table>

WORKSHEET # 4-6
REALITY CHECK RESULTS

Practitioner Comments

These contacts were asked for their opinions:

1. Name: ____________________
   Position: ____________________
   Agency: ____________________
   Comment: ____________________

Overall recommendation for selection YES NO

2. Name: ____________________
   Position: ____________________
   Agency: ____________________
   Comment: ____________________

Overall recommendation for selection YES NO

3. Name: ____________________
   Position: ____________________
   Agency: ____________________
   Comment: ____________________

Overall recommendation for selection YES NO

Small number of clients Try the Intervention

Notes on intervention try-out

	Time to instruct	Time to administer	Followed instructions well	Happy with process	Happy with outcome	Action Plan motivating
client #1						
client #2						
client #3						
client #4						
client #5						

Client Comments

Overall recommendation for selection Yes No

WORKSHEET # 4-7
FINAL DECISION

I would recommend this intervention.

☐ YES ☐ NO ☐ WITH RESERVATIONS

The areas of strength are

____

____

____

____

____

The problem areas are

____

____

____

____

____

These problems could possibly be resolved by

____

____

____

____

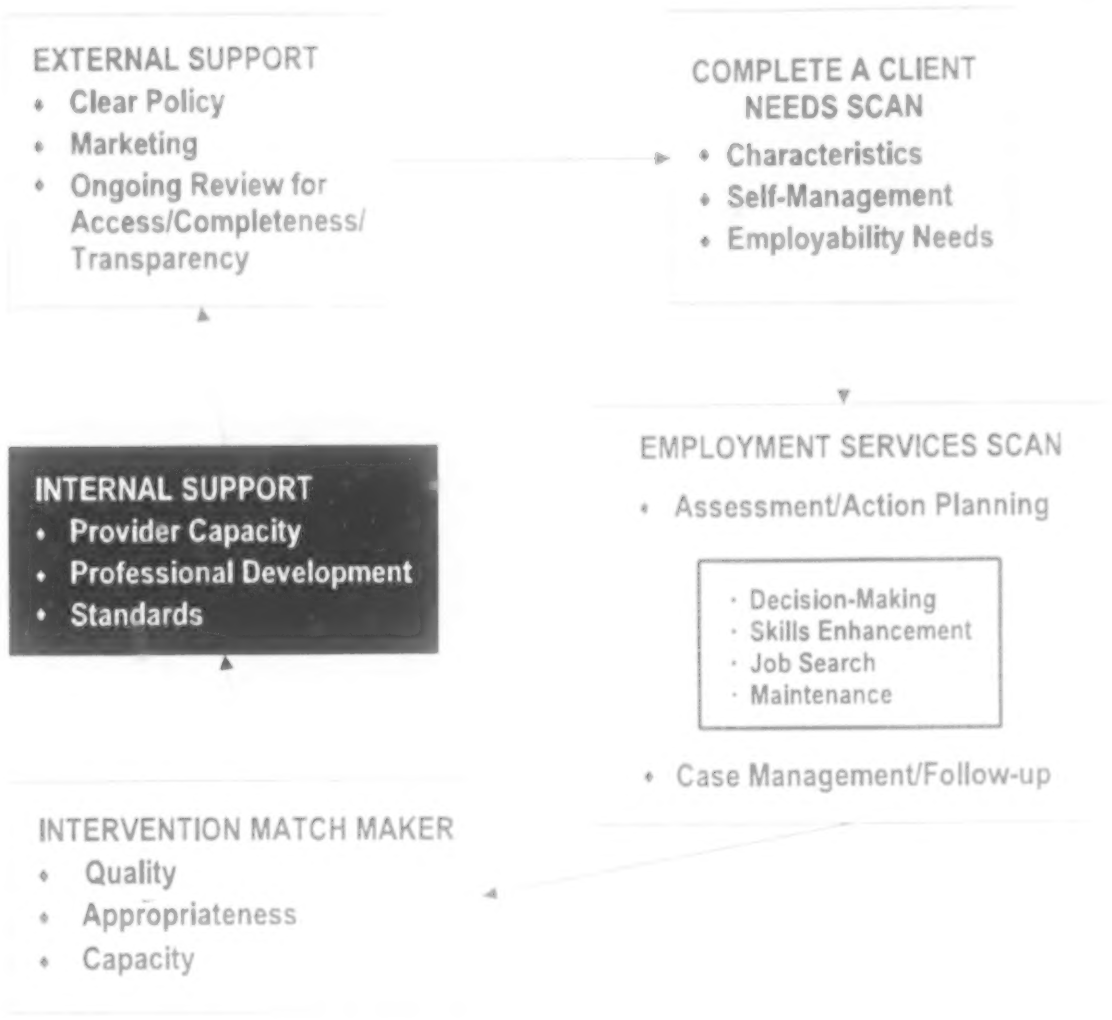
____

I believe the problems with this intervention are within the realm of most practitioners to correct
YES NO

I believe this intervention could be useful for this agency
YES NO

CHAPTER 5
PREPARING THE BEST CHEFS

CHAPTER 5
MATCHING FOR AGENCY CAPACITY



EXTERNAL SUPPORT
- Clear Policy
- Marketing
- Ongoing Review for Access/Completeness/ Transparency

COMPLETE A CLIENT NEEDS SCAN
- Characteristics
- Self-Management
- Employability Needs

EMPLOYMENT SERVICES SCAN
- Assessment/Action Planning
  - Decision-Making
  - Skills Enhancement
  - Job Search
  - Maintenance
- Case Management/Follow-up

INTERVENTION MATCH MAKER
- Quality
- Appropriateness
- Capacity

INTERNAL SUPPORT
- Provider Capacity
- Professional Development
- Standards

CHAPTER 5
MATCHING FOR AGENCY CAPACITY: PREPARING THE BEST CHEFS

One of the things the "Matchmaker" concept in Chapter 4 stressed was the importance of interventions matching the capacity of clients to self-manage.

It is equally important that the "Matchmaker" concept be applied to matching the capacity of an agency to deliver interventions. The capacity of an agency to deliver an intervention is the sum total of the capacity of its service providers. Most interventions are delivered by more than one service provider in an agency. The decision to deliver an intervention is usually made at the agency level. The agency as a whole has a responsibility to ensure that interventions are delivered competently.

CONNECTION BETWEEN CLIENT LEARNING AND AGENCY CAPACITY

The following model illustrates the direct and dynamic connection between what clients will learn and agency capacity:

WHAT INTERVENTION IS THE AGENCY PROVIDING

- Skills of service providers
- Quality of Intervention
- Match with Client

WHAT IS THE CLIENT DOING WITH THE INTERVETION?

- Information gathering/research
- Learning decision-making skills
- Practising skills
- Conducting job search

WHAT DID THE CLIENT LEARN?

- Skills
- Attitudes
- Knowledge

(Individual service providers are of course accountable for delivering interventions within their capabilities. Tools to inventory individual skills are included in the *Quality Career Counselling Services: A Policy Workbook*. The focus of this chapter is on the collective provider skills which represent overall agency capacity.)

What the client learns, is able to do and applies to his/her employment and career future is, to a considerable degree, influenced by *how* agency staff deliver interventions. Agencies have limited control over what clients will ultimately do with interventions - some may diligently apply the job search techniques which have been acquired; others may lack the motivation or confidence to do so. Agencies can however, have significant control over how interventions are delivered so that chances of learning and applying new learning are enhanced. Structured interventions in particular, such as Job Finding Clubs, Career Pathways, or Employment Support Groups are designed to be delivered in particular ways in order to achieve intended outcomes. If one agency delivers an intervention following closely how it was designed to be delivered, and another alters the time, activities, tools and uses different skills, the learning for clients will differ. If agencies deliver the same intervention using very similar methods and skills, the chances for similar levels of learning increase.

Assuming that interventions are tested and true, that is they have a track record for assisting clients to achieve specific learning outcomes, then their integrity rests with delivery being more or less consistent wherever the intervention is delivered. As interventions transfer from one delivery setting to another, a significant challenge is to ensure that the transfer is accompanied by the needed professional support in order for an appropriate level of consistency to be maintained. The range of support needed varies widely. Some interventions are largely self-instructional and providers need only take the time to become knowledgeable; others include suggested or recommended training and/or supervision for use; still others *prescribe* training and certification as conditions for delivery.

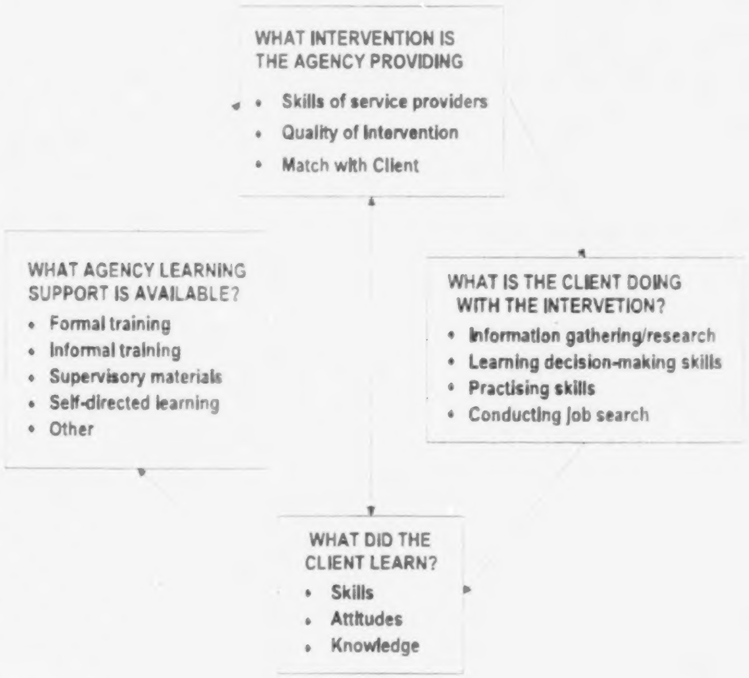
This chapter is about retaining the integrity of interventions by attending to agency capacity. Tools and processes are suggested to achieve the following:

- self-assessment (at the agency level) of competencies to deliver specific interventions;
- an inventory of learning supports in the community to assist partners to access expertise, resources and training where needed.

Training, supervision and coaching support in career and employment development have traditionally been difficult to access for many service providers. Within HRDC, competency-based training modules have been provided for over a decade but limited access has been available for providers external to HRDC. Professional development opportunities have been accessed by community partners, to which other providers, including HRDC have no knowledge or access. There is, with the community partnerships currently being established, an opportunity to bring forward expertise, tools, resources and "hidden" training opportunities, both formal and informal, and make them much more accessible across agencies.

For the interventions listed in Part 3 which are HRDC resources, HRCC staff may be very well-positioned to bring "hidden" support and training into the broader community. In many cases, they will have received training in and/or be experienced in delivering these interventions. For resources which are in the community, other partners will be well-positioned to act in a support capacity. The principle of "abundance" is reiterated here. Having community partners scanning and planning for comprehensive employment interventions presents an excellent opportunity to identify and access each other's best expertise.

With this in mind, we can add one more piece to the above model:


WHAT INTERVENTION IS THE AGENCY PROVIDING
• Skills of service providers
• Quality of Intervention
• Match with Client
WHAT AGENCY LEARNING SUPPORT IS AVAILABLE?
• Formal training
• Informal training
• Supervisory materials
• Self-directed learning
• Other
WHAT IS THE CLIENT DOING WITH THE INTERVETION?
• Information gathering/research
• Learning decision-making skills
• Practising skills
• Conducting job search
WHAT DID THE CLIENT LEARN?
• Skills
• Attitudes
• Knowledge

How agency staff deliver interventions is a result of the degree to which agency policy ensures that staff are trained and supported in their capacity to deliver interventions at a quality standard.

BEST COPY AVAILABLE

The Importance of Standards: A Critical Issue for Employment Partners

Standards are descriptions of what individuals have to know and be able to do in order to perform their work effectively. They are based on competencies (knowledge, skills and attitudes) and are set by **consensus** within a profession.

Attention to standards and accountability for agencies is a logical step for employment partners. Community partners who negotiate and become their own "standard bearers" will have grabbed an opportunity. Clients will be the beneficiaries of agencies taking increased responsibility for standards.

How to Do This?

Matching for Agency Capacity has two stages:

Part A: Agency Self-Assessment
Part B: Inventory of Learning Supports

PART A: AGENCY SELF-ASSESSMENT

Once community partners have taken strategic decisions based on the Employment Services Scan, the range of interventions offered by particular delivery agencies will be clear. We will take a specific example to illustrate. Let us assume that it has been agreed that the City of Bowling Brook Employment Agency will provide a specific number of interventions: (Recall that an intervention is defined as ***a developed, organized method to promote learning in one or more of the employability dimensions.)*** Here are the Bowling Brook Interventions:

- Common Assessment
- Orientation and coaching for independent use of WorkSearch
- Starting Points
- Job Search Tips - Information Session
- One day workshops on:
  - ✓ Effective Résumé Writing
  - ✓ Tapping into the "Hidden Job Market"
- Job Finding Club
- One to One assistance for youth 16-24

Some interventions will be familiar to the staff at Bowling Brook; others are likely to be new. Obviously, each intervention does not require a distinct and exclusive set of competencies. Many competencies, once acquired, generalize across interventions. Some interventions do, however, have distinctive competencies which are intervention specific.

As an agency aware of the importance of maintaining intervention integrity, Bowling Brook can undertake an assessment of their capacities/competencies in the context of all interventions, with particular attention to new interventions they are going to deliver.

For each of the intervention groupings, the agency will address the following self-assessment questions:

1. What competencies are recommended for delivery of these interventions?
2. What competencies are already in place?
3. Are there gaps in competency which interfere with the intervention being delivered as intended so that similar outcomes are achieved?

Assume that "Starting Points", an existing HRDC intervention is a new intervention to be delivered by Bowling Brook staff. They have determined that it is appropriate to the needs of a significant number of their clients, specifically those who have recently been laid off from their factory jobs and have not had to look for employment for a long time.

The competencies recommended to deliver "Starting Points" have already been provided to them by HRCC employment staff. These are listed below. A suggested agency self-assessment procedure has also been provided.

Recommended Competencies For Starting Points:

Starting Points

Knowledge:
- The dynamics of unemployment and impact on clients
- Employability Dimensions and how they build on each other
- How to access training and educational opportunities

Planning/Assessment:
- Attitude of responsible caring, optimism, confidence and adaptability
- Ability to explore and identify strengths in employability dimensions
- Ability to explore and identify learning needs in employability dimensions
- Ability to facilitate development of an Action Plan

Delivery Skills:
- Ability to choose and implement appropriate interventions to address employability needs
- Ability to implement strategies and tools to facilitate decision-making
- Ability to use and teach research skills
- Ability to demonstrate effective group facilitation skills

Professional Conduct:
- Ability to regularly evaluate own effectiveness in helping clients achieve outcomes

* (This competency framework may be added to and/or altered somewhat as community partners work with the interventions. It is important that those with strong expertise in the intervention assist in compiling the competencies and that these are agreed to by those who will make use of the intervention)

Suggested Agency Self-assessment Procedure

A Process To Help Identify Agency Strengths And Gaps

After reviewing the list of competencies, the agency completes an assessment using the following 5-point scale against each competency. They will identify both areas in which competencies are strong as well as those areas where further development is suggested:

5 = excellent
4 = very good; very effective in this part of delivery
3 = good; acceptable but could improve
2 = fair; need to enhance competency in this part
1 = poor; need to acquire additional support to improve delivery in this part

Next, the agency steps back, views the complete picture and assesses agency overall competency level with respect to delivery of this intervention. The following is suggested as a guide to record the assessment:

5 = Fully ready to implement and can act as resource to other agencies
4 = Fully ready to implement at appropriate standard
3 = Adequate to implement but must organize support/training within next quarter to raise level to 4 and reach appropriate standard
1&2= Not ready to implement. Delay until training /support can be implemented.

Both components - strengths and gaps - are critical. Gaps feed directly into organizing a professional development plan. Strengths feed directly into sources of support - Part B of this process.

Upon completion of Part A, Bowling Brook has a clear idea of its readiness to deliver. Let's review what their self-assessment might look like.

SAMPLE WORKSHEET
BOWLING BROOK AGENCY SELF-ASSESSMENT

Competencies Recommended for delivery of Starting Points: Skill Levels of 4 to 5 Recommended	Skill Level within the Agency	Overall Capacity of Agency to Implement	Professional Development Plan (if needed)
KNOWLEDGE		3	
The dynamics of unemployment and impact on clients	4		
Employability Dimensions and how they build on each other	2		
How to access training and educational opportunities	4		
PLANNING/ASSESSMENT SKILLS		3+	
Demonstrate attitude of responsible caring, optimism, confidence	5		
Demonstrate advanced communication skills	5		
Explore and identify strengths in employability dimensions	2		
Assist clients to accurate self-assessments	2		
Facilitate development of Action Plan	4		
DELIVERY SKILLS		3+	
Ability to choose and implement appropriate interventions to address employability needs	2		
Ability to implement strategies and tools to facilitate decision-making	4		
Ability to use and teach research skills	4		
Ability to demonstrate effective group facilitation skills	3		
PROFESSIONAL CONDUCT		3	
Ability to regularly evaluate own effectiveness in helping clients achieve outcomes	3		

From the self-assessment Bowling Brook would conclude that as an agency, it is marginally ready to deliver in all four areas but needs to plan professional development soon, especially in the Employability Dimensions.

With respect to specifically preparing a professional development plan, Bowling Brook will want to take advantage of expertise of community partners who have experience with delivering Starting Points, have completed Part B and may have resources and supports to provide. In working as partners in employment, the professional development plan should ideally be a community professional development plan which allows a community of agencies to access strengths where they exist and to build learning opportunities collaboratively and reasonably.

PART B: INVENTORY OF LEARNING SUPPORTS

Part B invites employment partners to inventory sources of expertise, formal and informal training and self-instructional tools and materials to support competency acquisition in all the areas covered in the competency assessment process completed in Part A.

Interventions which have been delivered for a period of time, within HRDC and community agencies tend to have expert providers, highly skilled in intervention delivery. They tend also to have a series of support tools which have been accumulated and which provide "value-added" components to the way an intervention is delivered. These enhancements tend not to be shared beyond where they were developed. They may be specific hand-outs developed for a particular clientele; supplementary exercises; journal and research articles or ways in which providers have informally learned from each other. The following sample worksheet invites agencies to inventory what exists in support of interventions which can then be made available to all service providers. Self-identification of providers/agencies with specific expertise in an intervention or range of interventions who can act as learning supports for agencies which need to acquire these competencies is encouraged. Any community partner who completed an agency assessment at level 5 in Part A could self-identify. Also any agency with support tools and/or access to support can make this known.

Pulled together, much like the way the Employment Services Scan was rolled up to provide a complete picture, this roll-up can be an invaluable resource for employment partners to embrace standards and to access the means to implement them.

The purpose of Part B is to identify and access wide and deep learning supports.

Learning Supports Inventory Worksheet

This worksheet provides an opportunity for your agency to let other agencies know about expertise your agency has in a particular intervention(s) from which they might benefit, as well as support resources and training opportunities they may access. By completing this, you will be building professional development opportunities across your community. You will also access information from other agencies to benefit your service providers.

With respect to each intervention in which you have expertise, you are asked to list any learning supports known to you using the following frame of reference:

Formal Training:	Programs, courses and workshops focused specifically on the intervention.
Self-Directed Learning:	Sources of independent study. These include conferences, books, journals, professional networks, which support competency acquisition. Learning, measurement tools and coaching tools which have been developed for use by trainers or supervisors to support competency acquisition but are not embedded in formal courses.
"Expert" Contacts:	Individuals, Agencies, Community contacts known to have expertise at level 5 who can act as coaches, provide training and mentoring and be general resource persons for implementation.

Extending our example, assume that HRCC staff who have a long history with this intervention have completed Part B. Bowling Brook now has a beginning range of learning supports to draw upon which can quickly and economically assist their staff to achieve the required levels of competency and deliver Starting Points as it is intended to be delivered. Let's review what the learning support worksheet would look like.

Sample Worksheet
Inventory of Learning Supports

Agency: HRCC Constance Bay
Contact Person: Edwin Gallager
Telephone: 423-1234
Fax: 423-2345
email: edgall@cb.ca

INTERVENTION: STARTING POINTS		
Formal Training	**Self-directed Learning**	**Expert Contact**
Summer Institute - Queen's University; July One day training to be offered	Two of the authors presented at NATCON in January. Their material will be in the NATCON proceedings	J. Baele, coordinates delivery at Board of Education's Adult Learning Centre
	Article in Canadian Journal of Counselling, October, 97	Three Employment Staff have delivered intervention many times; available as resource persons
	Internal checklist for client satisfaction after Starting Points; also client homework sheets are available	

The results of Part B when distributed and made known to partners provide a tremendous resource pool of expertise from which to draw. It also provides some guarantee that providers do not invest scarce professional development dollars unnecessarily by not tapping expertise within their own network.

ORIENTATION TO WORKSHEETS

Part A:

The example used in this chapter was specific to one intervention for ease of illustration. It is very good practice to complete an agency assessment for individual interventions.

Sometimes groupings of interventions make sense. **Worksheet # 5-1** provides an example of the four client focused interventions in Part 2 of this Workbook organized to show their required competencies. Starting Points is included in this inventory as well.

Frequently there is no easily accessible list of competencies recommended for specific interventions. These need to be requested from the authors of the intervention or compiled by providers with expertise and experience in delivery.

Worksheet # 5-2 includes a listing of generic competencies which cut across interventions and together encompass the capacity to deliver many interventions. Agencies and HRCC staff may find this framework helpful in taking an inventory of capacity for delivery of employment and career services broadly. It is a useful professional development planning tool. The model used to build this particular competency framework is built from a model designed by HRDC Ontario Region to guide the selection of external service providers.

There are no "perfect" competency frameworks. In your ToolKit, *Quality Career Counselling Services: A Policy Workbook*, pp 5-19 - 5-21 provides an alternative competency framework focused on career and employment counselling. Other frameworks are available as well.

The competency framework and the procedures for agency self-assessment are generic. As more interventions become shared, a similar procedure can be used to identify the competencies, agree upon the standards, and conduct a self-assessment as well as a self-identification of learning supports.

Taking the steps needed to assess capacity against a competency framework is a demonstration of concern and respect for delivery standards.

Part B:

Worksheet # 5-3 is specific to one intervention and invites agencies to identify all learning supports with reference to the intervention.

Worksheet # 5-4 is organized as a match to 5-1 and includes the interventions from Part 2 in this workbook. Again this is an example only for how to inventory intervention specific materials. The procedure is generic and can be applied to any intervention or set of interventions.

SUMMARY

Regardless of the framework which is selected to assess competency and to inventory learning supports, the guiding principles remain as follows:

- ☆ To have integrity, interventions need to be delivered in the way they were intended. Some flexibility is of course inevitable and desired, but a high degree of consistency remains essential.

- ☆ The competencies to deliver interventions can be identified. The Interventions included in Part 3 have been provided for ease of reference and use. The same process can be used to identify competencies for any intervention. The opinions of experts in the interventions should be gathered if the authors of the intervention and those who assessed its impact are not accessible.

- ☆ Agency staff have strengths in a range of competencies and interventions which can be offered to other providers. They also usually have gaps which need to be developed. The field of career and employment development is changing so quickly that all providers need to be in constant learning mode. New learning is emerging all the time. Seeking out each other's strengths and experiences is necessary in order to stay on top in the field.

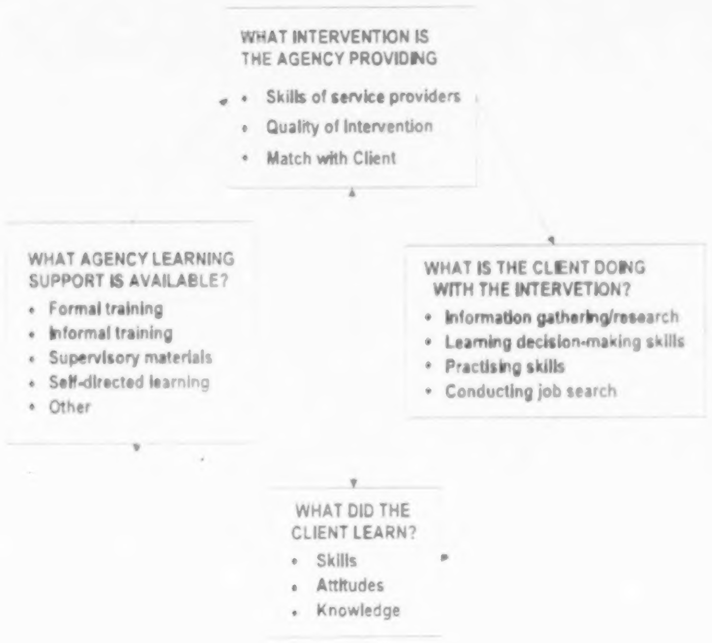
- ☆ For standards to be in place, the acquisition of competencies must be taken very seriously.

- ☆ Service providers, whether individuals or agencies should not deliver interventions which are outside the range of their competencies.

- ☆ There are many resources to draw from to build competencies. The application of abundance encourages making the resources and expertise in a community widely available.

- ☆ Sometimes the expertise is not available internally and needs to be found and organized. It is in the interests of clients to make this occur as soon as possible. Working in partnership with other agencies with similar training needs often makes this more feasible.

Finally returning to the model of learning:


WHAT INTERVENTION IS THE AGENCY PROVIDING
• Skills of service providers
• Quality of Intervention
• Match with Client
WHAT AGENCY LEARNING SUPPORT IS AVAILABLE?
• Formal training
• Informal training
• Supervisory materials
• Self-directed learning
• Other
WHAT IS THE CLIENT DOING WITH THE INTERVETION?
• Information gathering/research
• Learning decision-making skills
• Practising skills
• Conducting job search
WHAT DID THE CLIENT LEARN?
• Skills
• Attitudes
• Knowledge

The goal of all community partners is to make the largest contribution possible to the self-sufficiency of the clients they serve. Community partners can take control of those variables which are within their control to assist in achieving this objective. The variables within control are the skills and tools used by agencies in delivering interventions consistently and in the learning supports which are made available and accessible to all partners. These variables combine to enhance opportunities for learning which can make a sustained difference in the employment and career lives of clients.

WORKSHEET # 5-1

PART A: AGENCY SELF-ASSESSMENT

Agency: ______________________
Contacts: ______________________
____

Worksheet 5.1 — Assessment for four interventions from Inventory, Part 2, of this workbook

Interventions:
CP = Career Pathways
ESN = Employment Support Network
PSP = Problem Solving Process in Employment Counselling
SP = Starting Points

Skills Level:
5 = excellent
4 = very good
3 = good
2 = fair
1 = poor

Capacity of Agency:
4 = exemplary
3 = ready to go
2 = some training needed
1 = not ready, delay for future training

INTERVENTION COMPETENCIES					Skill Level Within The Agency				Overall Capacity of Agency to Implement
	CP	ESN	PSP	SP	CP	ESN	PSP	SP	
KNOWLEDGE									
Information techniques and models related to career decision-making	✓			✓					
Information related to basic numeracy, literacy, language needs									
Information related to skill training needs									
Information related to job search needs									
Information related to employment maintenance issues									
The dynamics of unemployment and impact on clients	✓	✓	✓	✓					
The dynamics of motivation	✓	✓		✓					
Employability Dimensions and how they build on each other		✓		✓					
Employability Skills and how to identify them	✓	✓							
How the labour market functions	✓	✓							
How to access and use provincial and local labour market information		✓							
Relevant Income Support Requirements									
HRDC and Community resources and programs		✓							
How to access training and education opportunities	✓	✓		✓					
Systemic Barriers to employment and how to identify them				✓					

Interventions:
CP = Career Pathways
ESN = Employment Support Network
PSP = Problem Solving Process in Employment Counselling
SP = Starting Points

Skills Level:
5 = excellent
4 = very good
3 = good
2 = fair
1 = poor

Capacity of Agency:
4 = exemplary
3 = ready to go
2 = some training needed
1 = not ready, delay for future training

INTERVENTION COMPETENCIES FOR					**Skill Level Within The Agency**				**Overall Capacity of Agency to Implement**
	CP	ESN	PSP	SP	CP	ESN	PSP	SP	
PLANNING/ASSESSMENT SKILLS									
Demonstrate attitude of responsible caring, optimism, confidence	✓	✓	✓	✓					
Demonstrate advanced communication skills	✓	✓	✓	✓					
Explore and identify strengths in employability dimensions	✓	✓	✓	✓					
Assist clients to accurately self-assess	✓	✓	✓	✓					
Explore systemic barriers			✓						
Facilitate understanding of employment issues and interventions	✓	✓	✓						
Facilitate development of Action Plan	✓	✓	✓	✓					
DELIVERY SKILLS									
Choose and implement appropriate interventions to assist clients to address employability needs	✓	✓	✓	✓					
Use and teach research skills	✓			✓					
Choose and implement strategies and tools to facilitate career decision-making	✓			✓					
Use and teach a range of job search skills									
Supply life skills training									
Demonstrate effective group facilitation skills	✓	✓	✓	✓					
Network with community resources to assist clients in planning, learning, and acting		✓							
Organize activities and learning to increase capacity for self-management	✓	✓							
Implement follow-up activities to support client action	✓	✓							

Interventions:

CP = Career Pathways
ESN = Employment Support Network
PSP = Problem Solving Process in Employment Counselling
SP = Starting Points

Skills Level:

5 = excellent
4 = very good
3 = good
2 = fair
1 = poor

Capacity of Agency:

4 = exemplary
3 = ready to go
2 = some training needed
1 = not ready, delay for future training

INTERVENTION COMPETENCIES FOR					Skill Level Within The Agency				Overall Capacity of Agency to Implement
	CP	ESN	PSP	SP	CP	ESN	PSP	SP	
PROFESSIONAL CONDUCT SKILLS									
Able to recognize own limitations and seek other expertise or refer	✓	✓	✓	✓					
Apply ethical standards to issues and situations	✓	✓	✓	✓					
Recognize and act on need for professional training and development			✓						
Regularly evaluate own effectiveness in helping clients achieve outcomes				✓					

WORKSHEET # 5-2

PART A: AGENCY SELF-ASSESSMENT

Agency: ______________________________
Contacts: ______________________________
____

Worksheet 5.2 — Assess Your Own Interventions - Generic Competencies

Skills Level:
5 = excellent
4 = very good
3 = good
2 = fair
1 = poor

Capacity of Agency:
4 = exemplary
3 = ready to go
2 = some training needed
1 = not ready, delay for future training

COMPETENCIES RECOMMENDED FOR INTERVENTION: ____________________	Recommended Yes/No	Skill Level Within Agency	Priority Now/Later	Overall Capacity of Agency to Implement	Professional Development Plan (if needed)
KNOWLEDGE					
Information techniques and models related to career decision-making					
Information related to basic numeracy, literacy, language needs					
Information related to skill training needs					
Information related to job search needs					
Information related to employment maintenance issues					
The dynamics of unemployment and impact on clients					
The dynamics of motivation					
Employability Dimensions and how they build on each other					
Employability Skills and how to identify them					
How the labour market functions					
How to access and use provincial and local labour market information					
Relevant Income Support Requirements					
HRDC and Community resources and programs					
How to access training and education opportunities					
Systemic Barriers to employment and how to identify them					

PART A: AGENCY SELF-ASSESSMENT

Agency: ____________________
Contacts: ____________________
____

Worksheet 5.2 — Assess Your Own Interventions - Generic Competencies

Skills Level:
5 = excellent
4 = very good
3 = good
2 = fair
1 = poor

Capacity of Agency:
4 = exemplary
3 = ready to go
2 = some training needed
1 = not ready, delay for future training

COMPETENCIES RECOMMENDED FOR INTERVENTION: ____________________	Recom-mended Yes/No	Skill Level Within Agency	Priority Now/Later	Overall Capacity of Agency to Implement	Professional Development Plan (if needed)
PLANNING/ASSESSMENT SKILLS					
Demonstrate attitude of responsible caring, optimism, confidence					
Demonstrate advanced communication skills					
Explore and identify strengths in employability dimensions					
Assist clients to accurately self-assess					
Explore systemic barriers					
Facilitate understanding of employment issues and interventions					
Facilitate development of Action Plan					
DELIVERY SKILLS					
Choose and implement appropriate interventions to assist clients to address employability needs					
Use and teach research skills					
Choose and implement strategies and tools to facilitate career decision-making					
Use and teach a range of job search skills					
Supply life skills training					
Demonstrate effective group facilitation skills					

PART A: AGENCY SELF-ASSESSMENT

Agency: __________________________
Contacts: __________________________
____

Worksheet 5.2 — Assess Your Own Interventions - Generic Competencies

Skills Level:
5 = excellent
4 = very good
3 = good
2 = fair
1 = poor

Capacity of Agency:
4 = exemplary
3 = ready to go
2 = some training needed
1 = not ready, delay for future training

COMPETENCIES RECOMMENDED FOR INTERVENTION: ____________________	Recommended Yes/No	Skill Level Within Agency	Priority Now/Later	Overall Capacity of Agency to Implement	Professional Development Plan (if needed)
DELIVERY SKILLS (cont)					
Network with community resources to assist clients in planning, learning, and acting					
Organize activities and learning to increase capacity for self-management					
Implement follow-up activities to support client action✓					
PROFESSIONAL CONDUCT SKILLS					
Able to recognize own limitations and seek other expertise or refer					
Apply ethical standards to issues and situations					
Recognize and act on need for professional training and development					
Regularly evaluate own effectiveness in helping clients achieve outcomes					

BEST COPY AVAILABLE

WORKSHEET # 5-3

PART B : LEARNING SUPPORTS INVENTORY WORKSHEET:

Agency: ____________________
Contact: ____________________
Telephone: ____________________
Fax: ____________________
E-mail: ____________________

Worksheet 5.3 - Learning Supports for Client Interventions from the Inventory, Part 2, of this workbook

This worksheet provides an opportunity for your agency to let other agencies know about expertise your agency has in a particular intervention(s) from which they might benefit, as well as support resources and training opportunities they may access. By completing this, you will be building professional development opportunities across your community. You will also access information from other agencies to benefit your service providers.

With respect to each intervention in which you have expertise, you are asked to list any learning supports known to you using the frame of reference below:

FORMAL TRAINING	SELF-DIRECTED AND COACHING TOOLS	EXPERT CONTACTS
Career Pathways		
Employment Support Network		
A Problem Solving Process in Employment Counselling		
Starting Points		

Formal Training: Programs, course and workshops focussed specifically on the intervention.

Self-Directed/Coaching Tools: Sources of independent study . These include conferences, books, journals, professional networks, which support competency acquisition. Learning, measurement tools and coaching tools which have been developed for use by trainers or supervisors to support competency acquisition but are not embedded in formal courses

"Expert"Contacts: Individuals, Agencies, community contacts known to have expertise at level 5 who can act as coaches, provide training and mentoring and be general resource persons for implementation.

WORKSHEET # 5-4

PART B : LEARNING SUPPORTS INVENTORY WORKSHEET:

Agency: ____________________
Contact: ____________________
Telephone: ____________________
Fax: ____________________
E-mail: ____________________

Worksheet 5.4 - Learning Supports for ________________________________ Intervention

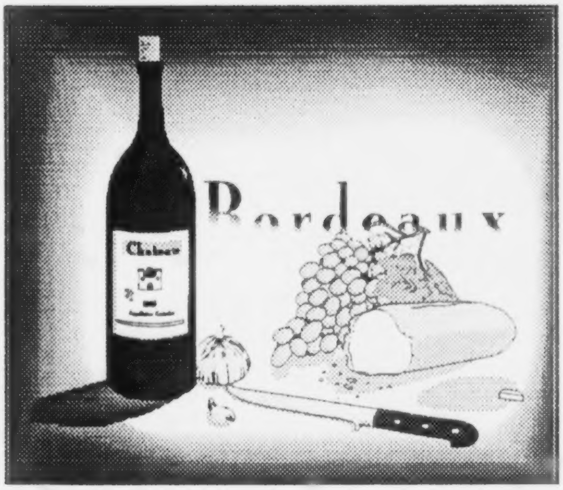
This worksheet provides an opportunity for your agency to let other agencies know about expertise your agency has in a particular intervention(s) from which they might benefit, as well as support resources and training opportunities they may access. By completing this, you will be building professional development opportunities across your community. You will also access information from other agencies to benefit your service providers.

With respect to each intervention in which you have expertise, you are asked to list any learning supports known to you using the frame of reference below:

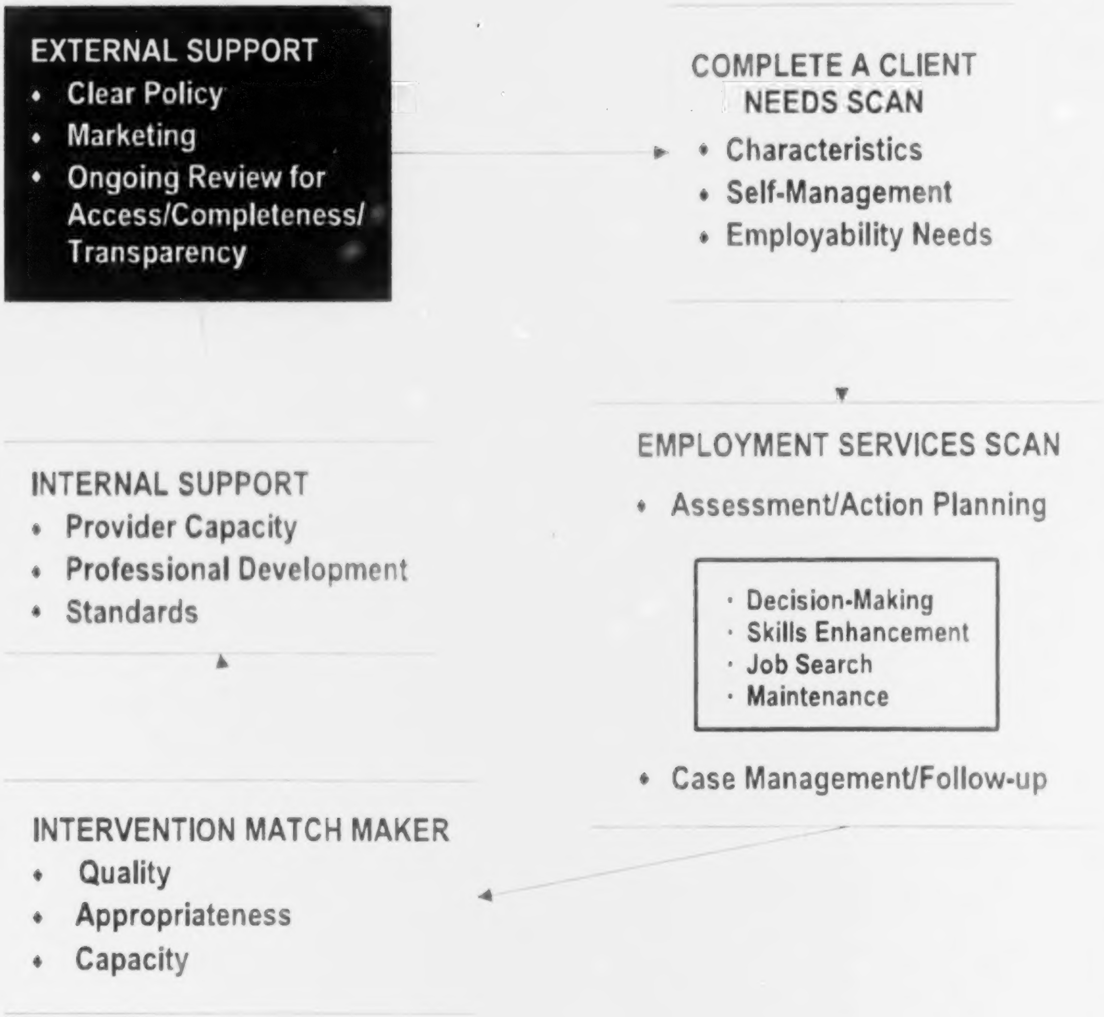
TRAINING	SELF-DIRECTED AND COACHING TOOLS	EXPERT CONTACTS

Formal Training:	Programs, course and workshops focussed specifically on the intervention.
Self-Directed/Coaching Tools:	Sources of independent study. These include conferences, books, journals, professional networks, which support competency acquisition. Learning, measurement tools and coaching tools which have been developed for use by trainers or supervisors to support competency acquisition but are not embedded in formal courses
"Expert"Contacts:	Individuals, Agencies, community contacts known to have expertise at level 5 who can act as coaches, provide training and mentoring and be general resource persons for implementation.

CHAPTER 6
THE PERFECT FEAST


Bordeaux
Château

CHAPTER 6
FRAMEWORK IN ACTION



EXTERNAL SUPPORT
- Clear Policy
- Marketing
- Ongoing Review for Access/Completeness/ Transparency

COMPLETE A CLIENT NEEDS SCAN
- Characteristics
- Self-Management
- Employability Needs

EMPLOYMENT SERVICES SCAN
- Assessment/Action Planning
  - Decision-Making
  - Skills Enhancement
  - Job Search
  - Maintenance
- Case Management/Follow-up

INTERNAL SUPPORT
- Provider Capacity
- Professional Development
- Standards

INTERVENTION MATCH MAKER
- Quality
- Appropriateness
- Capacity

CHAPTER 6
FRAMEWORK IN ACTION:
THE PERFECT FEAST - QUALITY; CLARITY; DIVERSITY; EXCELLENCE

This workbook has presented an introduction to the selection of appropriate interventions for the specific needs of clients in the community. The selection and offering of service has been compared to a travelling gourmet feast where community partners plan and prepare a well-rounded, completely appreciated menu of courses to suit every taste, offered at a series of locations which are arranged in a logical, easy to follow sequence. The focus in an intervention selection process is only useful in the context of meeting real client needs. But, this is not a stand alone function. To succeed it must be woven into the integral plan of a whole community committed to providing quality service. As in any successful community endeavour, there needs to be a great deal of willingness to collaborate in the planning. This workbook has also presented a range of tools to assist community partners in collaboration and planning.

The intervention guide has provided a framework for the following:

Assist employment agencies and community partners to:

✓ plan employment services based on a solid understanding of client needs in the community
✓ plan employment services using an employability dimension framework so that services are planned, coordinated, unnecessary duplication is minimized and gaps identified
✓ select quality interventions which meet established criteria and match client needs
✓ assess agency capacity for delivery of specific interventions
✓ agree upon standards to guide delivery of interventions
✓ select quality interventions which match the capacity/competency of service providers
✓ access learning supports which are within the expertise of partner agencies
✓ inventory and offer learning supports which are within their own expertise

Assist service providers to :

✓ implement standards in delivery of interventions
✓ access new interventions to assist in improved service to clients
✓ access learning supports which enhance professional development
✓ provide learning supports in areas of personal/professional expertise
✓ be accountable for delivery of interventions as intended so that client learning opportunities are consistent and replicable

Clients will benefit as a result of agencies and providers applying the framework. The benefits to them include assisting them to:

❶ define their needs using a career/employability dimension model
❷ know where to go in the community to access assistance relevant to need
❸ receive interventions that match current capacity for self-management
❹ follow the action plan as agreed.

The end result can be helping them partake successfully in the travelling employment services table - accessing what they need where and when they need it, and finding that the system is there for them and working with them.

Part of planning for successful service provision involves an ongoing process that recycles itself every time you evaluate outcomes and identify areas for improvement. These functions take place in every agency, and it is the shared communications of these functions: policy development, program development, and evaluation, that provide external support to all agencies and in turn support all targeted clients in the community. Your toolkit contains additional resources which address each of these areas. One way to take the next steps to policy, program and evaluation is to make strategic use of the additional resources in your toolkit.

The following summarizes critical themes in the Workbook and refers you specifically to a next step resource:

Client-Centered Service

Regardless of who provides interventions and services, clients are most likely to succeed if interventions and services are client-centered. This Workbook has been written based on this belief. Client-centered Programming Principles drawn from the User's guide (p. 5) are included at the end of this chapter for review.

For next steps on client-centered programming, consult the User's Guide and Working Together, A Toolkit for Diversifying our Workforce.

Quality Services: A Policy Matter

Quality services draw upon quality interventions and this workbook has provided tools and processes to select and plan delivery of excellent interventions. An important next step is to make certain that agency policies and guidelines are in place to support and sustain quality. Also needed are methods to demonstrate the results (evidence) of the effective work done to those who need to know.

For next steps on developing policies and guidelines consult "Quality Career Counselling Services: A Policy Workbook, Discussions 1-8 (p.1-1 to 3-42)

For next steps on demonstrating positive learning outcomes (showing evidence), consult "Demonstrating Value: A Career Development Services Evaluation Workbook", Chapter 4 - Agreeing on the Evidence, p. 4-1.

Provider Capacity.

Demands for services are increasing as is the diversity of clients, particularly with respect to education and skill levels. Therefore, to protect the quality of service delivery, careful planning for and coordination of staff training needs to be a priority for quality service delivery. The principle of abundance is critical and has been emphasized. Expertise exists with many providers and many agencies and within HRDC. Formal professional development is one source of training. Accessing each other's expertise is another essential way to remain current and to render development accessible and affordable. Self-directed learning plans are yet another.

For next steps in developing a human resource plan and a staff development plan, consult "Quality Career Counselling; A Policy Workbook, pp. 5-3 - 5-38 and Discussion 6, Professional Behaviour, p. 3-31

Quality Service to Clients:

Quality service can be best supported through community cooperation and planning to ensure that all needs are addressed across the community and that the clients see a continuum and are able to easily find or be directed to the appropriate service provider.

For next steps on making sure that clients can easily find and choose, without confusion, appropriate career/employment interventions that meet their needs, consult "Quality Career Counselling Services: A Policy workbook", Discussion 4 - Well-Informed Clients, p. 3-21 and Discussion 7 - Management Practices, p. 3-35.

SUMMARY

The toolkit resources are summarized in the next section for ease of reference and use. They are organized into three categories as follows:

a. Delivery to Clients
b. Working Collaboratively
c. Building Service Quality

These are a beginning, as this Workbook has been a beginning. It is hoped that the interventions and the way they are organized, as well as the tools and worksheets introduced, will be useful in themselves but also will become models for adding new interventions and continuing to build quality. The new ways of delivering career and employment services can provide an opportunity to improve career employment services for Canadians. This will be possible if the principles of abundance, partnership and sharing expertise come to characterize employment services.

PART 2 - INVENTORY OF TOOLKIT RESOURCES/INTERVENTIONS

INVENTORY OF TOOLKIT RESOURCES/INTERVENTIONS: CONTEXT

The ToolKit is intended to be a "work in progress" to which employment partners will add interventions which they know to work, remove interventions which are less relevant to their client needs, and consult to stay current and to avoid duplication in effort.

Interventions in this ToolKit have been chosen and organized to into three broad categories as follows:

- **Delivery to Clients:** Interventions intended for Clients/Customers;
- **Working Collaboratively:** Interventions to support collaboration between Agencies and Providers;
- **Building Service Quality:** Interventions to support aspects of delivering quality services, for use by individual agencies and across agencies and providers.

Two different tables are provided for each Resource/Intervention. **Table 1** provides an overview and gives the following information:

- Title
- Who For? Target Audience (Who)
- Purpose and Key Objectives (Why)
- Suggested Mode(s) of Delivery (How)
- Employability Dimensions Covered (What)
- Key Learning Outcomes (Results)
- Level of Self-Management for best client learning (S-M)
- Training needed for best practitioner delivery (Training)

Table 2 provides an assessment of the Intervention using the General Screen Worksheet # 4-2. These templates are guides to help select among the toolkit resources. They are also models to use to compile information about and assess other interventions. Users are encouraged to modify the templates in whatever ways are needed so they are as practical, useful and informative as possible. The objective is to share an abundance of good interventions with fellow practitioners and with clients.

DELIVERY TO CLIENTS

- Starting Points - Finding Your Route to Employment
- The Employment Support Network: A Self-Help Group for the Unemployed - Facilitator Guide Book
- A Problem-Solving Process in Employment Counselling: Assessment and Follow-Up
- Career Pathways

Title	*Starting Points - Finding Your Route to Employment*
Target Audience	Unemployed workers who are experiencing difficulty finding work and recognize that they need assistance to understand and/or overcome barriers which are interfering.
Key Objectives	• To identify and assess employment barriers/challenges associated with the four employability dimensions; • To understand the emotional reactions associated with unemployment; • To identify assets/strengths; • To set an employment goal; • To develop an action plan to achieve employment goal.
Mode of Delivery	• Groups of 8-12 participants; • 2 sessions of 3 hours each; (time frames are approximate and may be adapted); • Group discussion, Pairs and Triads, Individual homework.
Employability Dimensions and Learning Outcomes	This workshop covers: • Assessment It is a group process to identify, (using an analogy of a Trip Planner/ Passport/Employment Roadblocks and Stopovers), learning needs within the employability dimensions which are creating roadblocks and require strategic action. Session 1 helps to identify assets and Session 2 helps to develop an action plan with options to overcome roadblocks Outcomes: • Accurate self-assessment of employment readiness; • Clear employment goal; • Completed action plan with defined steps to begin to move towards the goal.
Self-Management	• All levels appropriate. • Reading level grade 6. • Uses everyday language and familiar images
Training Implications for Service Providers	• Familiarity with steps of problem-solving process; • Proven group management/facilitation skills; • Trained in assessment (ACEC or Common Assessment are examples). If already skilled in these areas, no additional formal training needed. Workshop lends itself to co-facilitation as well as individual.

WORKSHEET # 4-2
GENERAL SCREEN

Starting Points: Finding Your Route to Employment

Criteria	Yes	No
Objectives		
• Are the objectives clearly stated?	✓	
• Are they relevant to an Employability Dimension?	✓ Assessment only	
Target Audience		
• Is the target audience clearly described?	✓	
Content		
• Does the content support the stated objectives?	✓	
Process		
• Does the intervention give an overview of the process of implementation?	✓ Very detailed	
• Are there steps described to bring about the results or outcomes of the intervention?	✓ Very detailed	
• Are the steps in proper sequence for goals to be met?	✓ Very detailed	
Mode of Delivery		
• Is the mode of delivery clearly described?	✓	
• Is the description complete enough to implement?	✓	
Expected Results/Outcomes		
• Is the outcome observable or measurable?	✓	
• Does it apply to an Employability Dimension?	✓ Assessment only	
Ethical Issues		
• Is this intervention affordable for all communities?	✓	
• Is there equity in cultural, gender and ability issues?	✓	
Training Issues		
• Are there clear, consistent instructions on how to deliver?	✓ Clear instructions	
• If there is a training course, is there a facilitator guide so that training standards are consistent?		✓*
• Is the training accessible in terms of cost, location and length if time?		n/a

* *Workshop outlines are clear and detailed. Assumes group facilitation and problem-solving background. With these, outlines are complete in themselves.*

Title	*The Employment Support Network: A Self-Help Group for the Unemployed - Facilitator Guide Book*
Target Audience	• Unemployed workers who are readily employable but are not succeeding so far in work search and need support and a network to remain motivated and active in searching.
Key Objectives	• To contribute to and derive emotional benefit from sharing experiences, challenges and coping strategies with other unemployed persons. • To acquire and demonstrate specific work search survival skills — e.g. networking; strength identification. • To develop an action plan to sustain active work search following the group.
Mode of Delivery	• 2 hours weekly; • 8 to 15 clients; • 4 to 8 weeks; • Group discussions • Small group work • Educational activities • Each unit follows 3 phases: – Assessment – Skill building – Self-management
Employability Dimensions and Learning Outcomes	• Assessment; – Complete an action plan. • Career Decision-Making; – Identify and explore alternative work options; – Plan for and manage change. • WorkSearch; – Cope with stress of work search; – Demonstrate resiliency and persistence. • Employment Resiliency – Demonstrate self-management skills; – Demonstrate skills including networking effectively.
Self-Management	All levels appropriate. Activities are experiential and draw from group as a whole.
Training Implications for Service Providers	• Demonstrated competence in group facilitation with unemployed workers. • Knowledge of content of Intervention. • Access to community resources NB *If already skilled in group facilitation and able to structure group workshops as indicated under Mode of Delivery, no formal additional training needed.*

WORKSHEET # 4-2
GENERAL SCREEN

Employment Support Network: A Self-Help Group for the Unemployed

Criteria	Yes	No
Objectives		
- Are the objectives clearly stated?	✓	
- Are they relevant to an Employability Dimension?	✓ touches all 4	
Target Audience		
- Is the target audience clearly described?	✓	
Content		
- Does the content support the stated objectives?	✓	✓* self-management only
Process		
- Does the intervention give an overview of the process of implementation?	✓	
- Are there steps described to bring about the results or outcomes of the intervention?	✓	
- Are the steps in proper sequence for goals to be met?	✓	
Mode of Delivery		
- Is the mode of delivery clearly described?	✓	
- Is the description complete enough to implement?	✓	
Expected Results/Outcomes		
- Is the outcome observable or measurable?	✓	
- Does it apply to an Employability Dimension?	✓	
Ethical Issues		
- Is this intervention affordable for all communities?	✓	
- Is there equity in cultural, gender and ability issues?	✓	
Training Issues		
- Are there clear, consistent instructions on how to deliver?	✓	
- If there is a training course, is there a facilitator guide so that training standards are consistent?	✓	
- Is the training accessible in terms of cost, location and length if time?	✓	

* *Activities under Self-Management are very limited and need to be expanded. Activities under Assessment, Decision-Making and WorkSearch are thorough.*

Title	*A Problem-Solving Process in Employment Counselling: Assessment and Follow-up*
Target Audience	Employment Counsellors/Career Practitioners learning to and/or working with individuals to apply a Problem-Solving Process in Employment Counselling. This resource is a learning text for professional development as well as a useful refresher text. It explains step-by-step the process, includes examples of problem-solving scripts and gives ample illustrations and charts.
Key Objectives	• To understand the problem-solving process and how it integrates Assessment, other interventions and follow-up; • To increase knowledge in 9 areas considered essential for good practice: - Client-Centered Approach - Job Loss Cycle - Locus of Control - Change: A Transition Experience - A Decision-Making Process - Resistance and Motivation - Goal-Setting - Client Self-Sufficiency Concept - Counselling Measurement Model • To increase awareness of basic attitudes and communication skills essential for good practice; • To illustrate sequentially the full problem-solving process as a framework for good practice.
Mode of Delivery	• A self-study text for individual professional development; • A text to accompany a training course in Assessment, Common Assessment, Problem-Solving in Career/Employment Counselling. • Could readily lend itself to counsellor study/working groups to practice skills together.
Employability Dimensions and Learning Outcomes	The Employability Dimensions are the core framework for interventions within the Problem-Solving process. This is a valuable resource to expand understanding of the Employability Dimensions, their sequencing and how to problem-solve with them. Learning Outcomes for readers focus on knowledge and understanding of the full employability dimensions model as a basis for beginning to apply the model in a problem solving contact.
Self-Management	N/A This is a text for counsellors and practitioners. A high level of self-management is assumed with respect to learning. The content is however very accessible and practical and does not assume extensive background in career development, career and/or employment counselling.
Training Implications for Service Providers	This is not a training text but could readily accompany a training program in Assessment, Common Assessment, Problem-Solving in Career/ Employment Counselling. Training opportunities should be available in communities in all areas. Existing counsellors in the community may have the skills to organize and deliver training if needed. Where neither exists, the text could be a stimulus to existing practitioners to work with and provide supervised practice for each other.

WORKSHEET # 4-2
GENERAL SCREEN

A Problem-Solving Process in Employment Counselling: Assessment and Follow-up

Criteria	Yes	No
Objectives		
• Are the objectives clearly stated?	✓	
• Are they relevant to an Employability Dimension?	to knowledge only	
Target Audience		
• Is the target audience clearly described?	✓	
Content		
• Does the content support the stated objectives?	✓	
Process		
• Does the intervention give an overview of the process of implementation?	✓	
• Are there steps described to bring about the results or outcomes of the intervention?	✓	
• Are the steps in proper sequence for goals to be met?	✓	
Mode of Delivery		
• Is the mode of delivery clearly described?	✓	
• Is the description complete enough to implement?	n/a	
Expected Results/Outcomes		
• Is the outcome observable or measurable?	✓	
• Does it apply to an Employability Dimension?	✓	
Ethical Issues		
• Is this intervention affordable for all communities?	✓	
• Is there equity in cultural, gender and ability issues?	✓ no specific treatment of equity	
Training Issues		
• Are there clear, consistent instructions on how to deliver?	✓	
• If there is a training course, is there a facilitator guide so that training standards are consistent?		n/a*
• Is the training accessible in terms of cost, location and length if time?		n/a

* *Text does not reference training course. See comments under training.*

Title	*Career Pathways*
Target Audience	Young adults and adults who need to/are interested in engaging in a self-directed step-by-step learning process to identify their marketable assets; identify the factors most important to them in exploring meaningful career options; begin to research and assess options; move towards decisions and goals; and acquire strategies to anticipate and overcome barriers which may occur.
Key Objectives	• To increase understanding of current labour market; • To provide a mental framework (wheel) for understanding and making an inventory of marketable assets; • To develop and research an individualized list of potential career options; • To learn problem-solving and decision-making strategies; • To make concrete plans to follow through on decisions including establishing a network of support.
Mode of Delivery	Written as a self-directed individual career development guide and can be used completely independently by self-managed clients. Also very amenable to use in senior secondary classrooms as career development units. Also a rich resource to supplement individual or group career services and serve as between-meeting individual career development work.
Employability Dimensions and Learning Outcomes	Assessment: ✔ demonstrate self-assessment of employment readiness ("accuracy" of assessment may need to be supported by others); ✔ clarity of employment or educational goal; ✔ able to begin an action plan and take goal steps. Career Decision-Making ✔ understand strengths and skills and connect these to work choices; ✔ establish priorities and preferences; ✔ identify transferable skills; ✔ set an employment goal and plan appropriate steps; ✔ research and explore options using information interviews and networks; ✔ develop strategies to overcome barriers to education and training.
Self-Management	Good level of self-management and motivation required to complete the self-directed learning process independently. Activities do however sustain interest and are presented in easy to read and motivating manner. Reading level estimated at grade 6. If supported by career practitioner or career educator, could be very helpful to young adults or adults needing minimal assistance/coaching.
Training Implications for Service Providers	N/A - A Self-Study Resource If used as a career development resource as part of a school course, individual or group development workshop, assumes a general knowledge of the career development process. Note that there is a comprehensive group workshop titled *"Setting New Career Pathways"*, to be delivered in 10 one half day sessions from which the Career Pathways self-instructional resource was developed. Career Pathways would be the Student/Client Workbook for this workshop. Detailed group workshop plans are provided. *"Setting New Career Pathways"* is distributed by CCDF, publishers of this manual.

WORKSHEET # 4-2
GENERAL SCREEN

Career Pathways

Criteria	Yes	No
Objectives • Are the objectives clearly stated? • Are they relevant to an Employability Dimension?	✓ ✓ Assessment & Decision-Making	
Target Audience • Is the target audience clearly described?	✓ Very general	
Content • Does the content support the stated objectives?	✓	
Process • Does the intervention give an overview of the process of implementation? • Are there steps described to bring about the results or outcomes of the intervention? • Are the steps in proper sequence for goals to be met?	✓ ✓ ✓	
Mode of Delivery • Is the mode of delivery clearly described? • Is the description complete enough to implement?	The self-directed mode is presumed	
Expected Results/Outcomes • Is the outcome observable or measurable? • Does it apply to an Employability Dimension?	✓ ✓	
Ethical Issues • Is this intervention affordable for all communities? • Is there equity in cultural, gender and ability issues?	✓ ✓	
Training Issues • Are there clear, consistent instructions on how to deliver? • If there is a training course, is there a facilitator guide so that training standards are consistent? * • Is the training accessible in terms of cost, location and length if time?	n/a n/a n/a	

* *See note describing training in "Setting New Career Pathways".*

WORKING COLLABORATIVELY

- The Partnership Handbook
- Training that Works: A Guide to Effective Community-Based Employment Training Practices
- Making Career Sense of Labour Market Information

Title	*The Partnership Handbook*
Target Audience	Generic Audience. Handbook is a reference book written for all people who want to undertake, maintain or strengthen a partnership.
Key Objectives	• To learn what partnerships are and tools and tips to enhance partnerships; • To apply a series of assessment considerations to determine individual and organizational readiness to partner; • To present a planning process to design and operate an effective partnership; • To review the knowledge and skills needed to be effective in a partnership and provide a training plan format for suggested application; • To review common problems and encourage proactive trouble shooting to avoid common partnership pitfalls.
Mode of Delivery	• Self-directed learning or a learning guide for a partnership group; • May be used one section at a time as well as a complete training handbook; • May be supplemented with 2 additional companion resources: – The Tool Box - a series of self-directed learning exercises to apply the tools and procedures suggested; – Facilitator's Guide - a guide to facilitate discussion among potential partners, as well as experiential learning activities including a role play.
Employability Dimensions and Learning Outcomes	Not Applicable to Employability Dimensions. Learning Outcomes: • increased capacity to make considered decisions on when partnerships are appropriate to reach common goals; • increased understanding of roles and responsibilities in effective partnerships; • increased knowledge of steps and skills for effective partnerships; • skilled in using a range of tools to move a partnership forward.
Self-Management	Practical ideas, comprehensive treatment, highly readable and accessible. Summary Sheets at end of each section support self-directed learning. Facilitator Guide supports learning in a partnership group.
Training Implications for Service Providers	• Self-Assessment Tool is available and can provide immediate feedback on knowledge of partnership process; • Tool Box contains many exercises to acquire knowledge; • Facilitator Guide assists a partnership group to undertake its own training. Users are encouraged to adapt the ToolBox and Guide to their unique partnership needs. The 3 resources are excellent examples of supported self-directed learning.

WORKSHEET # 4-2
GENERAL SCREEN

The Partnership Handbook

Criteria	Yes	No
Objectives		
• Are the objectives clearly stated?	✓	
• Are they relevant to an Employability Dimension?	n/a	
Target Audience		
• Is the target audience clearly described?	✓	
Content		
• Does the content support the stated objectives?	✓	
Process		
• Does the intervention give an overview of the process of implementation?	✓	
• Are there steps described to bring about the results or outcomes of the intervention?	✓	
• Are the steps in proper sequence for goals to be met?	✓ very detailed	
Mode of Delivery		
• Is the mode of delivery clearly described?	✓	
• Is the description complete enough to implement?	✓	
Expected Results/Outcomes		
• Is the outcome observable or measurable?	✓ a guide book not a compulsory methodology - outcomes therefore diverse but measurable	
• Does it apply to an Employability Dimension?	✓	
Ethical Issues		
• Is this intervention affordable for all communities?	✓	
• Is there equity in cultural, gender and ability issues?	✓	
Training Issues		
• Are there clear, consistent instructions on how to deliver?	✓	
• If there is a training course, is there a facilitator guide so that training standards are consistent?	✓	
• Is the training accessible in terms of cost, location and length if time?	✓	

BEST COPY AVAILABLE

Title	*Training that Works: A Guide to Effective Community-Based Employment Training Practices*
Target Audience	Trainers and funders involved with community-based training projects; administrators and people in employment transition.
Key Objectives	• To highlight key ingredients of successful community-based projects based on experiences and ideas of community-based trainers; • To successfully initiate a project to inventory dynamic best practices for the benefit of new projects and communities.
Mode of Delivery	• A self-instructional resource book to be used by individuals, agencies and/or projects; • Resource Guide is organized into three sections: – project start-up; – delivery; and – post-project. • Sections present both a guide to the resource itself and a framework to continue to record and inventory successful practices.
Employability Dimensions and Learning Outcomes	Community-based employment training projects have an earned reputation for working effectively, particularly with people facing serious employment barriers. Examples of best practices are provided from projects which have covered the following: • Life/skills/personnel development training; • Employment training; • Counselling - career and personal; and • Training techniques.
Self-Management	Practical ideas, high readable and accessible.
Training Implications for Service Providers	N/A - A self-directed resource guide - no training required.

WORKSHEET # 4-2
GENERAL SCREEN

Training that Works:
A Guide to Effective Community-Based Employment Training Practices

Criteria	Yes	No
Objectives		
• Are the objectives clearly stated?	✓	
• Are they relevant to an Employability Dimension?	✓ selected best practices	
Target Audience		
• Is the target audience clearly described?	✓	
Content		
• Does the content support the stated objectives?	✓	
Process		
• Does the intervention give an overview of the process of implementation?	✓ Each section is organized into a sequence of steps	
• Are there steps described to bring about the results or outcomes of the intervention?	✓	
• Are the steps in proper sequence for goals to be met?	✓	
Mode of Delivery		
• Is the mode of delivery clearly described?	✓	
• Is the description complete enough to implement?		✓ ideas clear enough to begin to plan implementation strategies
Expected Results/Outcomes		
• Is the outcome observable or measurable?		✓ Evaluation practices are suggested not applied
• Does it apply to an Employability Dimension?	✓	
Ethical Issues		
• Is this intervention affordable for all communities?	✓	
• Is there equity in cultural, gender and ability issues?	✓	
Training Issues		
• Are there clear, consistent instructions on how to deliver?	N/A	
• If there is a training course, is there a facilitator guide so that training standards are consistent?	N/A	
• Is the training accessible in terms of cost, location and length if time?	N/A	

BEST COPY AVAILABLE

Title	*Making Career Sense of Labour Market Information*
Target Audience	Generic text for anyone interested in understanding the labour market and/or helping others to search, understand, work effectively with Career and Labour Market Information
Key Objectives	To provide an introduction to the labour market for the general public which concentrates on: • labour market trends – what, how to find more, impact on standard and non-standard employment; • occupational classifications and forecasting – what, how to understand, how to find more; • skills needed to research and be an informed and intelligent consumer of information on education, training and employment options; • practical strategies to research, assess and use a range of information sources.
Mode of Delivery	A self-instructional text, written in non-technical language and an engaging style to make the labour market clear and provide practical tools to research, assess and use information.
Employability Dimensions and Learning Outcomes	Career Decision-Making: • able to accurately connect strengths, skills and career and work decisions and choices; • research and explore opportunities for work, education and training; • seek out, interpret and evaluate labour market information; • identify and explore alternative employment options; • access community resources and services related to career/employment issues. Skills Enhancement: • explore and undertake learning activities to support learning and increased employability; • explore and identify skills and knowledge transferable from one role to another; • explore and access skill building opportunities.
Self-Management	Self-directed learning; Good level of self-management required. Can also be supported by training.
Training Implications for Service Providers	Useful resource to assist an agency or number of agencies to become comfortable with labour market information and build collaborative strategies for partnering with labour market resources: 2 and 3 days courses are available. Information is available through CCDF. This web-site uses the text and refers to many additional resources : http://www.ceiss.org/randa/lmiguides/lmiguides.htm

WORKSHEET # 4-2
GENERAL SCREEN

Making Career Sense of Labour Market Information

Criteria	Yes	No
Objectives		
• Are the objectives clearly stated?	✓	
• Are they relevant to an Employability Dimension?	✓ Decision-Making & Skills Enhancement	
Target Audience		
• Is the target audience clearly described?	✓	
Content		
• Does the content support the stated objectives?	✓	
Process		
• Does the intervention give an overview of the process of implementation?		n/a
• Are there steps described to bring about the results or outcomes of the intervention?		n/a
• Are the steps in proper sequence for goals to be met?		n/a
Mode of Delivery		
• Is the mode of delivery clearly described?	✓	
• Is the description complete enough to implement?		n/a
Expected Results/Outcomes		
• Is the outcome observable or measurable?	✓	
• Does it apply to an Employability Dimension?	✓	
Ethical Issues		
• Is this intervention affordable for all communities?	✓	
• Is there equity in cultural, gender and ability issues?	✓	
Training Issues		
• Are there clear, consistent instructions on how to deliver?	✓	CCDF can assist in organizing training elsewhere
• If there is a training course, is there a facilitator guide so that training standards are consistent?	✓	
• Is the training accessible in terms of cost, location and length if time?	✓ Where available (BC/AB/ON)	

BUILDING SERVICE QUALITY

- Quality Career Counselling Services: A Policy Workbook
- Demonstrating Value: A Career Development Services Evaluation Workbook
- Working Together: A ToolKit for Diversifying our Work Force

Title	*Quality Career Counselling Services: A Policy Workbook*
Target Audience	Career and Employment Counselling Service Providers. Supervisors/Managers of Career/Employment Counselling Services - intra and inter agencies (Indirectly, funders of career/employment counselling services as a quality screening aid)
Key Objectives	To assist service agencies to involve all levels of staff in policy and staff development in order to focus on continuous service quality improvement. Users will be able to: • identify what policies now exist and assess their adequacy; • analyze how well existing practice matches policy standards; • assess adequacy of present human resource planning process and priorize changes to be made; • complete staff development plans for all levels of staff.
Mode of Delivery	A "do-it-yourself" tool for organizations: • Part 1 - a 6 hour group process which may be completed in a single setting or in blocks from 30 minutes weekly; • Part 2 - a 2 hour group process to be completed in a single setting or in blocks of 30 to 45 minutes; • Multiple delivery modes are possible, for example: – Staff meetings - manager/supervisor or staff led. – Community Partners - meetings of managers/ supervisors/funders; – Staff sub-committees.
Employability Dimensions and Learning Outcomes	Does not focus on employability dimensions per se. Policies which result from using the workbook address Services Offered and Service Delivery Standards. Employability Dimensions would be an appropriate framework to incorporate into policy. Learning outcomes from workbook include: • a comprehensive set of eight policy statements, with supporting standards and guidelines, that can be communicated to users and funders; • a staff development planning tool with profile of actions to strengthen staff competencies; • a structured process to work through quality of service issues.
Self-Management	Designed as a self-directed tool for agencies. Assumes staff are good self-managers or that facilitator of process is a strong self-manager and collaborative facilitator.
Training Implications for Service Providers	No training required for use. Full familiarity with workbook is needed to facilitate. Agencies may also benefit from an orientation or external facilitator.

WORKSHEET # 4-2
GENERAL SCREEN

Quality Career Counselling Services : A Policy Workbook

Criteria	Yes	No
Objectives		
- Are the objectives clearly stated?	✓	
- Are they relevant to an Employability Dimension?	n/a - only indirectly	
Target Audience		
- Is the target audience clearly described?	✓	
Content		
- Does the content support the stated objectives?	✓	
Process		
- Does the intervention give an overview of the process of implementation?	✓	
- Are there steps described to bring about the results or outcomes of the intervention?	✓	
- Are the steps in proper sequence for goals to be met?	✓	
Mode of Delivery		
- Is the mode of delivery clearly described?	✓* Self-instructional mode only	
- Is the description complete enough to implement?	✓	
Expected Results/Outcomes		
- Is the outcome observable or measurable?	✓	
- Does it apply to an Employability Dimension?	n/a	
Ethical Issues		
- Is this intervention affordable for all communities?	✓ self-directed	
- Is there equity in cultural, gender and ability issues?	✓	
Training Issues		
- Are there clear, consistent instructions on how to deliver?	✓ Step-by-step procedures outlined	
- If there is a training course, is there a facilitator guide so that training standards are consistent?	n/a	
- Is the training accessible in terms of cost, location and length if time?	n/a	

* *See additional notes under* ***Mode of Delivery****. Workbook does not make alternatives explicit*

Title	*Demonstrating Value: A Career Development Services Evaluation Workbook*
Target Audience	Career and Employment Counselling Service Providers. Supervisors/Managers of Career/Employment Counselling Services - intra and inter agencies (Indirectly, funders of career/employment counselling services as a quality screening aid)
Key Objectives	• To "demystify" evaluation and evaluation planning for all agency staff; • To present a framework and a set of practical processes and tools to conduct an agency internal review; • To design an evaluation process so that a feedback loop occurs to stimulate continuous improvement; • To provide a set of practical processes and tools to demonstrate effectiveness to stakeholders.
Mode of Delivery	A "do-it-yourself" tool for organizations: • Organized into four major topic areas, each topic requiring a minimum of 45 to 60 minutes. Multiple delivery modes are possible, for example: – Staff meetings - manager/supervisor or staff led. – Community Partners - meetings of managers/ supervisors/funders; – Staff sub-committees.
Employability Dimensions and Learning Outcomes	Workbook provides tools and processes to evaluate the learning clients/students acquire as a result of services provided. It does not focus on employability dimensions per se. Specific learning outcomes include: • able to complete an evaluation self-assessment; • able to define clear evaluation objectives; • able to gather and assess evidence for input, service, process and outcome evaluation; • able to develop a reporting strategy to make results known • able to use a variety of generic evaluation tools and adapt/revise them for a range of settings.
Self-Management	Designed as a self-directed tool for agencies. Assumes staff are good self-managers or that facilitator of process is a strong self-manager and collaborative facilitator.
Training Implications for Service Providers	No training required to understand and work with processes and tools in workbook. If a totally new process, agencies might benefit from external expert facilitation to assist in managing the process of implementing change. If so "expert facilitation" would require expertise in evaluation, managing change and facilitation.

WORKSHEET # 4-2
GENERAL SCREEN

Demonstrating Value: A Career Development Services Evaluation Workbook

Criteria	Yes	No
Objectives		
• Are the objectives clearly stated?	✓	
• Are they relevant to an Employability Dimension?	n/a	
Target Audience		
• Is the target audience clearly described?	✓ Broadly for all service agencies	
Content		
• Does the content support the stated objectives?	✓	
Process		
• Does the intervention give an overview of the process of implementation?	✓ very clear	
• Are there steps described to bring about the results or outcomes of the intervention?	✓	
• Are the steps in proper sequence for goals to be met?	✓	
Mode of Delivery		
• Is the mode of delivery clearly described?	✓*	
• Is the description complete enough to implement?	✓ Self-instructional mode only	
Expected Results/Outcomes		
• Is the outcome observable or measurable?	✓	
• Does it apply to an Employability Dimension?	n/a	
Ethical Issues		
• Is this intervention affordable for all communities?	✓	
• Is there equity in cultural, gender and ability issues?	✓	
Training Issues		
• Are there clear, consistent instructions on how to deliver?		✓
• If there is a training course, is there a facilitator guide so that training standards are consistent?	n/a - see comment under training	
• Is the training accessible in terms of cost, location and length if time?		

* See additional notes under Mode of Delivery. Workbook does not alternatives explicit.

Title	*Working Together: A ToolKit for Diversifying our Work Force*
Target Audience	Generic practical workbook for those wanting to understand equity issues and gain access to practical tools, and strategies for assisting equity client groups facing employment barriers. Includes any individual, any agency, office or staff group; any employer; or any group of agencies.
Key Objectives	• To assess present ability of office or staff to provide accessible and supportive services and use a planning tool to identify changes to be made; • To apply a range of specific tools which promote diversity, increase awareness of barriers, and support action with multiple partners; • Apply tools to assess progress as implementation occurs; • Access various additional support materials.
Mode of Delivery	May be used in a wide range of modes: • self-instructional; • as a coordinating tool/resource among agencies or advocacy groups; • as a tool to promote an educational strategy across a community; • as a planning tool for a single agency or several agencies to help implement commitment to diversity.
Employability Dimensions and Learning Outcomes	Access, attitudinal and/or systemic barriers faced by equity groups apply to employment as well as services to acquire learning connected to the employability dimensions. This Workbook is relevant to improving access by equity groups to all employability dimensions but does not discuss the dimensions directly.
Self-Management	Practical tools and strategies, not dependent on money but dependent on attitude and commitment. Highly practical and highly readable. Multiple modes of delivery make this resource accessible to all self-management levels.
Training Implications for Service Providers	Part C provides references to readings, publications and videos for continued learning. Formal training is not addressed.

WORKSHEET # 4-2
GENERAL SCREEN

Working Together: A ToolKit for Diversifying our Workforce

Criteria	Yes	No
Objectives		
• Are the objectives clearly stated?	✓	
• Are they relevant to an Employability Dimension?	Indirectly	
Target Audience		
• Is the target audience clearly described?	✓ very wide audience	
Content		
• Does the content support the stated objectives?	✓	
Process		
• Does the intervention give an overview of the process of implementation?	✓	
• Are there steps described to bring about the results or outcomes of the intervention?	✓	
• Are the steps in proper sequence for goals to be met?	✓	
Mode of Delivery		
• Is the mode of delivery clearly described?	✓	
• Is the description complete enough to implement?	✓	
Expected Results/Outcomes		
• Is the outcome observable or measurable?	✓	
• Does it apply to an Employability Dimension?	indirectly	
Ethical Issues		
• Is this intervention affordable for all communities?	✓	
• Is there equity in cultural, gender and ability issues?	✓	
Training Issues		
• Are there clear, consistent instructions on how to deliver?	Additional resources referenced	
• If there is a training course, is there a facilitator guide so that training standards are consistent?		✓
• Is the training accessible in terms of cost, location and length if time?		✓

SAMPLE WORKSHEETS

Title	
Target Audience	
Key Objectives	
Mode of Delivery	
Employability Dimensions and Learning Outcomes	
Self-Management	
Training Implications for Service Providers	

WORKSHEET # 4-2
GENERAL SCREEN

Criteria	Yes	No
Objectives • Are the objectives clearly stated? • Are they relevant to an Employability Dimension?		
Target Audience • Is the target audience clearly described?		
Content • Does the content support the stated objectives?		
Process • Does the intervention give an overview of the process of implementation? • Are there steps described to bring about the results or outcomes of the intervention? • Are the steps in proper sequence for goals to be met?		
Mode of Delivery • Is the mode of delivery clearly described? • Is the description complete enough to implement?		
Expected Results/Outcomes • Is the outcome observable or measurable? • Does it apply to an Employability Dimension?		
Ethical Issues • Is this intervention affordable for all communities? • Is there equity in cultural, gender and ability issues?		
Training Issues • Are there clear, consistent instructions on how to deliver? • If there is a training course, is there a facilitator guide so that training standards are consistent? • Is the training accessible in terms of cost, location and length if time?		

Title	
Target Audience	
Key Objectives	
Mode of Delivery	
Employability Dimensions and Learning Outcomes	
Self-Management	
Training Implications for Service Providers	

WORKSHEET # 4-2
GENERAL SCREEN

Criteria	Yes	No
Objectives • Are the objectives clearly stated? • Are they relevant to an Employability Dimension?		
Target Audience • Is the target audience clearly described?		
Content • Does the content support the stated objectives?		
Process • Does the intervention give an overview of the process of implementation? • Are there steps described to bring about the results or outcomes of the intervention? • Are the steps in proper sequence for goals to be met?		
Mode of Delivery • Is the mode of delivery clearly described? • Is the description complete enough to implement?		
Expected Results/Outcomes • Is the outcome observable or measurable? • Does it apply to an Employability Dimension?		
Ethical Issues • Is this intervention affordable for all communities? • Is there equity in cultural, gender and ability issues?		
Training Issues • Are there clear, consistent instructions on how to deliver? • If there is a training course, is there a facilitator guide so that training standards are consistent? • Is the training accessible in terms of cost, location and length if time?		